

IMPACT OF TEACHERS' ORGANIZATIONS ON THE PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS

Thesis Submitted to
Bundelkhand University, Jhansi in partial fulfillment
of the requirements for the award of the Degree of

**DOCTOR OF PHILOSOPHY
IN
EDUCATION**

Supervised by
Dr. R.N. Manav (Reader)
Education Department
D.V. College, Orai

Submitted by
Nirmal Bagga



**BUNDELKHAND UNIVERSITY
JHANSI
2008**

CERTIFICATE

This is to certify that the work embodied in this thesis entitled "Impact of Teachers" organizations on the Professional Development of School – Teachers" has been carried out by Mrs. Nirmal Bagga under my supervision and guidance.

No part of this thesis has been submitted for any other degree or diploma. The work included in this thesis is original and is own work of the candidate. The work is suitable for Ph.D.

The candidate has put in the required attendance as per the ordinance of Bundelkhand University, Jhansi.



Dr. Ram Niwas Manav

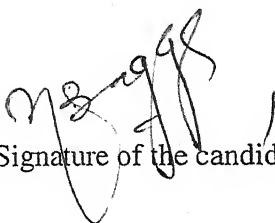
Reader
Education Department
D.V. College, Orai

DECLARATION BY THE CANDIDATE

I declare that the thesis entitled "Impact of Teachers" Organizations on the Professional Development of School – Teachers" is my own work conducted under the supervision of Dr. R.N. Manav Reader Education Department, D.V. College Orai.

I further declare that to the best of my knowledge the thesis does not contain any part of any work which has been submitted for the award of any degree either in this university or any other university.

The entire work is original.


Signature of the candidate

ACKNOWLEDGEMENTS

I express my heartfelt gratitude to my guide and supervisor Dr. R.N. Manav, Reader Education Department, D.V. College Orai, for his valuable guidance and support in carrying out this research work.

My work could not have been complete without the continuous academic interventions and encouragement by professor L.C. Singh. His guidance shaped this work. I am extremely grateful to him for his support.

I also thank all the functionaries, leaders of A.I.P.T.F., A.I.S.T.F and A.I.F.T.O. who provided all the relevant information and material. I am especially thankful to Sh. S.K. Sanadhya, President and Sh. Dharam Vijay Pandit Secretary General of A.I.F.T.O. for taking out time to share the details of the activities taken up by their organization and sending me all the relevant documents, publications.

I am grateful to Sh. S. Eswaran, Secretary General and Sh. Ram Pal Singh, President of A.I.P.T.F. for their nice-treatment and lending me all the support that I needed. I also thank Dr. Ajit Singh, Project Director, Professional Development Project (PDP), A.I.P.T.F. for guiding and making available the required data. I extend a very special thanks to Sh. Ram Chander Dabas, Secretary General Akhil Delhi Prathmik Shikshak Sangh (Delhi affiliate of A.I.P.T.F.) Without his support, the data collection would have been very difficult.

I also express my gratitude to Sh. Surendra Kumar Sharma President A.I.S.T.F. for providing me with all relevant papers, information, letters and publications.

My heartfelt gratitude to the Principle of my Institute. Dr. Sanjeev Kuamr and all my colleagues for their support and encouragement.

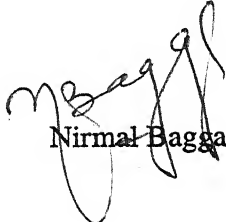
I dedicate this thesis to my father Late Sh. Rana Pratap Jee who was an outstanding educationist, a compassionate human being and a great leader of a National

Teachers Federation of India. His spirit guided me and I could find lot of information through his collection of books and papers. I am grateful to my mother Mrs. Laj Makker a retired teacher and the motivation behind the hard work I could put in.

My heart goes out to thank my husband Mr. P.C. Bagga, my children saakaar and Shuchita and my brother Kapil Dev for their co-operation and help whenever I required. Without their support, this work was not possible.

A special word of appreciation for Mr. Ved Prakash and Ekta for helping in typing the content and in the analysis of the data respectively. I also thank Mr. Jalees Ahmad for neatly setting the thesis.

Last but not the least. I thank all those who have directly or indirectly helped me in the completion of this work.


Nirmal Bagga

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CHAPTER-I
THE PROBLEM AND ITS BACKGROUND

- 1.1 THE CONTEXT
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CHAPTER-I

THE PROBLEM AND ITS BACKGROUND

1.1 THE CONTEXT

The teaching profession is interwoven within the fabric of the system of education as it has historically developed in India. Education in the 'Rig Vedic' India was broadly divided into two aspects (a) Religious and (b) Secular. Religious education was obtained through professional teachers (Rishis), but it was pursued mostly in domestic surrounding. When a young man decided to study sacred-texts, he lived with his 'Guru' in his sylvan home and learnt as a son from his father. All the other pupils of Guru were his gurubhais or brothers. In the case of secular-education also it was the home of the master-craftsman that served as the school. This situation, with variations, prevailed right up to the on set of mass educational institutions in the late 19th century. Here mention must be made about the existence of larger schools of learning, such as the Buddhist University at Nalanda, and the School of Ulemas during the Muslim-rule produced professional religious teachers who had been accorded a very high status as repositories of the sacred knowledge. The secular specialists came to attain their status mostly through the successful performance of their respective occupations. As the caste system evolved into its recent forms, at least in the Hindu part of India's population, caste came to dominate the aspect of secular education. Even in the case of religious education, the specialist educator was almost always a Brahmin, but the pupils could be drawn from any of the clean castes. Since the system of education was largely an inseparable part of the general social system, we have only a rudimentary development of the separate ethics of the teaching profession within the traditional social system. With the emergence of the secular teaching profession after the British entry into the field of Indian education, the teachers have emerged as a self-conscious group. These groups later emerged as teachers organizations.

1.2 HISTORY OF TEACHERS' ORGANIZATIONS

1.2.1 At International Level

It is probably natural that teachers seek to unite in one organization all over the world. There have been a number of attempts of this kind. The International Federation of Teachers Associations (IFTA), composed of elementary teachers, was organized in 1912, and the International Federation of Secondary Teachers (FIPESO-from the letters of its French name) was also founded in 1912. World War II left them in a seriously weakened condition. The World Federation of Education Associations was organized in 1923. The primary purpose of WFEA was to bring together teachers from all nations for exchange of information about their school systems. Before World War II biannual meetings were held. During the war, meetings were suspended and WFEA became inactive. Under the sponsorship of the National Education Association, the World Organization of the Teaching Profession (WOTP) was organized at Endicott, New York, in 1946. The WOTP was regarded as the successor of the WFEA.

There were some basic conflicts between the FIPESO and the IFTA on the one hand and the WOTP on the other. The former was of the federation type, that is, their constituent members were organizations and not individuals. To some degree the WOTP was of the same general type although it did admit individuals as associate members. In the summer of 1952, IFTA, FIPESO, and WOTP merged to form the World Confederation of Organizations of the Teaching Profession (WCOTP). A fourth organization, the World Federation of Teachers Unions (FISE), including teachers largely from the Soviet Union and the Russian satellite nations, opposed the formation of WCOTP and took no part in its formation. Purposes of WCOTP were

- i. To foster a conception of education directed toward the promotion of international understanding.
- ii. To improve teaching methods.
- iii. To foster educational organizations and the training of teachers so as to equip them better to serve the interests of youth.
- iv. To defend the rights and the material and moral interests of the teaching profession; and
- v. To promote closer relationship among teachers in different countries.

Alongside **IFFTU** (International Federation of free Teachers Unions) was founded in 1926 as a trade union organization for teachers and education workers. Both the WCOTP and IFFTU changed over the years in line with the aspirations of their members. The WCOTP became more trade union while the IFFTU became more professional. The combined resources of the two institutions opened the way to new developments which were not feasible. These included the growth of a genuine research capacity and of information services for member organizations; an enhanced capacity to represent teachers and other education employees before inter-governmental agencies whose debates on economic and educational policy have an increasing impact upon the teachers in the classroom; and a strengthened role in combating such contemporary evils as illiteracy, racism, xenophobia, delinquency and crime.

Delegates of the World Confederation of Organizations in the Teaching Profession (WCOTP) at their world assembly, and the International Federation of Free Teachers Unions (IFFTU) at their world congress, met in Stockholm, Sweden on January 22-25, 1993 to approve the recommendations of their respective Executive Boards to dissolve their organizations and create the **Education International (E.I.)**. The Education International was launched on January 26, 1993. As of today, **Education International (EI)** is a global union federation of teacher's trade unions. Till 2005, it had 345 member organizations in 165 countries and territories, representing over 29 million education personnel from pre-school to university. This makes it the world's largest sectorial global union federation. **EI** is associated with the International Trade Union Confederation and enjoys formal associate relations with UNESCO, including the International Bureau of Education (IBE), and has consultative status with the UN Economic and Social Council (ECOSOC).

The organization holds a World Congress every three years, consisting of delegates from the member organizations. The congress decides on the **E.I.**'s programme and budget and elects the Executive Board. The international headquarters of **E.I** is based in Brussels, Belgium, with regional offices in the five regions as given below:-

- i. Africa

- ii. Asia- Pacific
- iii. Caribbean and North America
- iv. Europe
- v. Latin America

The Aims and Objectives of E.I are:-

- i. To further the cause of organizations of teachers and education employees, to promote status, interest, and welfare of members, and defend their trade union and professional rights.
- ii. To promote peace, democracy, social justice, equality and application of the declaration on Human Rights, through development of education and collective strength of teachers and education employees.
- iii. To seek and maintain recognition of the trade union rights of workers, in general, and of teachers and education employees, in particular, over 29 million teachers and education employees.

E.I also strives to promote equality of women and girls in society, in education and in the trade union movement. A Status of Women Committee has been established to recommend policies and activities to be undertaken by the Education International. The E.I. Constitution provides at least 7 women on the Executive Board. In addition women are well represented on all E.I. committees.

The Education **International** is both professional and trade union. It has established four Sectorial Standing Committees to advise the Executive Board on education and professional issues in and between the various sectors of education, on policies and activities to be undertaken in specific areas of interest. The committees are for:-i) Pre-school and Primary education; ii) Secondary education; ii) Further and higher education; and

iv) Vocational education and training.

Through E.I's Asia- Pacific regional office five Indian educational institutions have been affiliated to **E.I.** These are:-

- i. All India Primary Teachers Federation (**A.I.P.T.F.**)

- ii. All India Secondary Teachers Federation (A.I.S.T.F.)
- iii. All India Federation of Teachers Organizations (A.I.F.T.O.)
- iv. All India Federation of Educational Associations (A.I.F.E.A.)
- v. All India Association for Christian Higher Education (A.I.A.C.H.E.)

Out of the five organizations affiliated with E.I. one organization (AIACHE) is concerned with higher education in colleges. Remaining four organization namely A.I.P.T.F, A.I.S.T.F, A.I.F.T.O, A.I.F.E.A. are organizations of school-teachers.

1.2.2 At National Level

If we go into the history of formation of teachers associations in India, we find from the available records that the pioneer in the direction of development of teachers' organizations is the Women Teachers Association in Madras founded as early as 1890. Through the efforts of this association, about five years later, there came into existence the 'Madras Teachers Guild' as an organization of both men and women. Its purpose was mainly the improvement of the quality of education. The membership was on an individual basis.

In 1909, an organization known as 'South India Teachers Union' was started on a federal basis with teachers associations affiliated to it 'SITU' as it was known was a very powerful organization. In 1920, the association of the heads of Anglo-Indian Schools in India was founded at Allahabad. In 1921, U.P. Secondary Education Association now known as U.P. Madhyamik Shikshak Sangh and the U.P. Adhyapak Mandal were founded. In the same year All Bengal teachers Association came into existence. By 1924, teachers' movement spread to other provinces and led to the establishment of:-

- i. Bihar and Orissa Subordinate Service Association;
- ii. Bihar Vernacular Teachers Association'
- iii. Bihar and Orissa Secondary Teachers' Association;
- iv. Bombay Presidency High School Headmasters' Conference;
- v. Baroda Secondary Teachers' Association.

The outstanding personality in the development of teachers' organizations in India was the late Shri D.P. Khattry. He felt the need for bringing together teachers of all grades on one platform. He made it a principle to bring together university teachers at the top and the vernacular teachers at the bottom of the educational ladder into a single all- India organization. In 1925, All India Federation of Teachers association was founded, which was renamed as All India Federation of Educational Associations (A.I.F.E.A.) in 1933. It was felt that teachers associations tended to give the impression of a trade union spirit. It also prevented the affiliation of a number of associations of a purely academic nature.

The table below gives the details of the **Teachers Organizations founded in India form 1925 to 1965** with relevant details:-

Table-1.1

TEACHERS' ORGANIZATIONS (Founded in India from 1925- 1965)

Table- 1.1

| Name of Organization | Date of Foundation | Total Membership | Membership fee | Total Annual income | Publications |
|---|--------------------|----------------------------|---|---------------------|---|
| All India Federation of Educational Association | 1925 | 65 affiliated associations | State Rs. 100 Associate Rs. 30 Individual Rs. 10 to Rs. 100 | About Rs. 5,000 | 1. Indian Education (English monthly) 2. Bharatiya Shiksha (Hindi monthly) |
| All India Federation of University and College Teachers | 1961 | 11,225 | Rs. 5 | Rs. 6,400 | Nil |
| All India Secondary Teachers Federation | 1961 | Not available | Rs. 0.50 | Rs. 3,000 | Madhyamik Shiksha Sandesh (English quarterly) |
| All India Primary Teachers Federation | 1954 | 14 affiliated associations | Rs. 25 | Rs. 1,000 | Bulletins |
| Parent Teacher Association of India | | 4,000 schools | School Rs. 10 Individual Rs. 10 Life Rs. 100 | Rs. 40,000 | 1. parents and Children (English quarterly) 2. Monthly Newspaper |

| | | | | | |
|---|------|---|--|---|--|
| Indian Adult Education Association | 1939 | 500 Individual 60 affiliated associations | Individual Rs. 10 Affiliated Rs. 20 | Over Rs. 100,000(includ ing grants and international Aid) | 1. Journal of Adult Education(English Monthly) 2. Adult Education (Hindi Monthly) 3. Books and booklets 4. Workers Education Bulletin (Hindi Monthly) |
| United Schools Organization of India | 1953 | 1,300 high schools | Rs. 5 | Rs. 70,000 | Informo (English monthly) |
| All India Science Teachers' Association | 1956 | 300 | Individual Rs. 5 Institutional Rs. 10 | Rs. 1,500 plus Rs. 3,000 from Government of India | Vigyan Shikshak (English quarterly) |
| National Association of Teacher Educators | 1950 | 900 | Rs. 5 | Rs. 5,600 plus Rs. 4,000 from Government of India | Teachers Education (English monthly) |
| All India Educational and Vocational Guidance Association | 1956 | 225 | Rs. 4 to Rs. 15 | Not known | Journal (English quarterly) |

| | | | | | |
|--|------|------------------------------------|---|-------------|--|
| Indian Public Schools Conference | 1939 | 29 Public schools 6 Sainik schools | Rs. 200 | Rs. 8,000 | News letter (English monthly) |
| The New Education Fellowship | 1936 | 150 | Rs. 7 | Rs. 1,200 | Nil |
| Association of Heads of Anglo-Indian Schools in India | 1920 | 350 | Institutional Rs. 30 | Rs. 4,200 | Nil |
| Association of Schools for the Indian School Certificate | 1960 | 460 schools | Individual Rs.12 schools Rs. 25 | Rs. 6,200 | Nil |
| Xavier Association of Secondary Schools | 1954 | 480 schools | Rs. 20 | Rs. 11,000 | Nil |
| Xavier Board of Higher Education in India | 1951 | 100 colleges | Rs. 25 | Rs. 2,980 | Bulletins |
| National Association of the Instructors of the Blind | 1963 | Not Known | Not Known | Not Known | Nil |
| State Teachers Union, Andhra Pradesh | 1946 | 20,000 | Rs. 6 | Rs. 126,000 | Medhave (Telugu monthly) |
| Assam College Teachers Association | | 1,200 | Rs. 5 | Rs. 6,000 | Not Known |
| All Assam Aided High School Teachers ' Association | | Not Known | Not Known | Not Known | Educational forum |
| Bihar Secondary School Teachers' Association | 1925 | 12,000 | Individual Rs. 1 Institutional Rs. 10 Life Rs. 25 | Rs. 14,000 | Eastern Educationist (English and Hindi monthly) |

| | | | | | |
|---|-----------|-----------|-----------|---|---|
| Bihar Shikshak Sangh | 1941 | 60,000 | Rs. 0.31 | Rs. 18,700 plus Rs. 20,000 From press | Rashtra Nirmata (Hindi fortnightly) |
| Tisco Teachers Association | 1946 | 600 | Rs. 1 | Rs. 3,500 | Occasional bulletins |
| Patna University Teachers Association | | Not Known | Not Known | Not Known | Not Known |
| Gujarat University Teachers Association | 1962 | 40 | Rs. 4 | Rs. 1,000 | Bulletins |
| Gujarat Rajya Madhyamik Shikshak Sangh Mahamandal | | 7,000 | Rs. 0.50 | About Rs. 4,000 | Madhyamik Shiksha (Gujarati monthly) |
| Kerala Aided Primary Teachers Union | 1958 | 25,846 | Rs. 2 | Rs. 46,800 | Adhyapakan (English and Malayalam monthly) |
| Kerala Private Secondary Teachers Association | 1939 | 16,000 | Rs. 0.50 | Rs. 16,000 | Bulletins |
| Kerala University Teachers Association | 1957 | 60 | Rs. 12 | Rs. 750 | Nil |
| Kerala Government Primary Teachers Association | Not Known | 24,311 | Rs. 2 | Rs. 50,000 | Acharan (Malayalam monthly) |
| Kerala Private Secondary School Headmasters Association | Not Known | Not Known | Rs. 5 | Not Known | Not known |

| | | | | | | |
|--|-----------|--------------|---------------------------------------|------------|---|---|
| Association of Kerala Government College Teachers | Not Known | Not Known | Not Known | Not Known | Not Known | Not Known |
| All Kerala Private College Teachers Association | 1958 | 1,500 | Rs. 6 | Rs. 9,000 | Nil | Nil |
| Association of University Teachers(Madras State) | 1946 | 315 | Rs. 2 | Rs. 700 | Nil | Nil |
| South India Teachers' Union | 1908 | 60,000 | Non- Graduate Rs. 1 Graduate Rs. 2 | Rs. 67,000 | South Indian Teacher (English monthly) Balar Kalvi (Tamil monthly) | South Indian Teacher (English monthly) Balar Kalvi (Tamil monthly) |
| South India Teachers' Union Council of Educational Research | 1953 | 449 | Not Known | Not Known | Bulletins and Reports | Bulletins and Reports |
| The Society for the Promotion of Education in India | 1961 | Not Known | Not Known | Not Known | Journal of English language Teaching and Geography Teacher (both bi-monthly in English) | Journal of English language Teaching and Geography Teacher (both bi-monthly in English) |
| Association of Mathematics Teachers in India | 1965 | 400 | Rs. 7 | Rs. 2,800 | Mathematics Teacher (English monthly) | Mathematics Teacher (English monthly) |
| Madhya Pradesh Federation of Educational Societies | 1960 | 50 societies | Not Known | Rs. 880 | Bulletins | Bulletins |
| Provincial Federation of Secondary School Teachers Association, Madhya Pradesh | 1965 | 2,400 | Rs. 0.50 | Rs. 1,200 | Madhya Pradesh Shikshak Sandesh (English quarterly) | Madhya Pradesh Shikshak Sandesh (English quarterly) |

| | | | | | | |
|---|-----------|---|-----------|------------------------------|------------|---|
| The New Education Society | Not Known | 200 | Not Known | Not Known | Not Known | Nil |
| Scindia Teachers Association, Gwalior | 1950 | 63 | | Not Known | Not Known | Not Known |
| Maharashtra Federation of Secondary Teachers Association | Not Known | 16,000 | | Not Known | Not Known | Not Known |
| Maharashtra State Federation of Headmasters Association | 1944 | 450 schools | | Rs. 20 | Rs. 12,000 | Maharashtra Education Journal (English monthly) |
| Vidarbha Federation of Secondary School Teachers' Association | 1946 | 2,500 | | Rs. 1 | Rs. 3,400 | Bulletins |
| Maharashtra State Board of Secondary Education | 1965 | All recognized high/ higher secondary schools | | Nil | Not Known | Booklets |
| Forum of Educational Research, Bombay | 1963 | 60 | | Not Known | Rs. 386 | Bulletins |
| Bombay Association of Heads of Secondary Schools | 1933 | 245 | | Not Known | Rs. 6,800 | Bulletins |
| Bombay and Suburban Secondary Teachers Association | 1937 | 3,700 | | Individual Rs. 1 Life Rs. 15 | Rs. 4,000 | Bulletins |

| | | | | | |
|--|-----------|------------|-----------------------------------|-------------|--|
| Bombay State Federation of Secondary Teachers' Association | Not Known | 11,000 | Not Known Rs. 10 | Rs. 110,000 | Newsletter |
| Greater Bombay Secondary Teachers' Association | 1924 | 1,900 | Individual Rs. 2 Life Rs. 0.50 | Not Known | Bulletins |
| Model Education Society | 1935 | 110 | Not Known | Not Known | Bulletins |
| Ahmednagar District Secondary Teachers Association | Not Known | 425 | Not Known | Not Known | Not Known |
| Poona University Teachers Association | 1950 | 90 | Not Known Rs. 5 | Rs. 600 | Nil |
| English Teaching Schools Association Bombay | Not Known | 45 schools | Not Known | Not Known | Nil |
| Mysore State Aided High School Association | Not Known | 8,700 | Not Known | Not Known | Books and booklets |
| Mysore State Education Federation | 1927 | 30,000 | Not Known Rs. 1 | Rs. 45,000 | Mysore State Education Journal (English monthly) |
| All Orissa Non-Government College Teachers' Association | 1962 | 110 | Not Known | Not Known | Newsletter |
| Orissa Secondary School Teachers' Association | 1942 | 15,000 | Not Known Rs. 1 | Rs. 32,488 | Bulletins |

| | | | | | |
|---|-----------|---|-----------------|------------|--|
| University Teachers' Association Utkal University | Not Known | 86 | Not Known Rs. 2 | Not Known | Not known |
| Punjab University Teachers' Association | | 1,100 | Not Known | Not Known | Nil |
| Punjab Education Association | 1957 | 23,000 | Rs. 5 | Not Known | Bulletins and booklets |
| Rajasthan Shikshak Sangh | 1952 | 25,000 | Rs. 1 | Rs. 8,870 | Rajasthan Shiksha (Hindi fortnightly) |
| Rajasthan University and College Teachers Association | 1956 | 750 | Rs. 3 | Rs. 2,300 | Bulletins |
| Uttar Pradesh Madhyamik Shikshak Sangh | 1957 | 29,600 | Rs. 1.50 | Rs. 34,000 | Shikshak (Hindi monthly) |
| Agra University Teachers Association | 1957 | 2,300 individual 120 College teachers associations | Rs. 2 | Rs. 5,500 | Bulletins |
| Federation of Uttar Pradesh University and College Teachers Association | 1964 | 2,600 Teachers in over 150 Units | Rs. 50 | Rs. 7,500 | Bulletins |
| Lucknow University Associated College Teachers Association | 1958 | 300 | Rs. 2 | Rs. 600 | Bulletins |
| West Bengal Primary Teachers Association | 1937 | 20,000 | Rs. 1 | Rs. 21,000 | Paschim Bangal Prathamik Shikshak Samachar (Bengali monthly) |

| | | | | | |
|--|-----------|------------------------------|----------------------------------|--------------------|---|
| West Bengal Headmasters Association | 1948 | Not Known | Not known | Rs. 41,000 | Bulletin of the Association (English monthly) |
| West Bengal Teachers' Association | Not Known | 11,560 | Rs. 0.50 | Rs. 6,000 | Shiksha Shikshak (Bengali monthly) |
| West Bengal and College and University Teachers Association | 1956 | 3,109 | Rs. 2 | Rs. 6,000 | Journal Of Education (English quarterly) |
| Bengal Women's Education League | 1927 | 100 Individual 60 Schools | Individual Rs. 3 School Rs. 8 | Rs. 940 | Bulletin |
| All Bengal Teachers Association | 1921 | 22,000 | Not Known | Rs. 100,000 | Teachers Journal (Bengali monthly) |
| Association of Teachers in Anglo-Indian Schools, West Bengal | 1910 | 700 | Rs. 5 | About Rs. 5,000 | Bulletins |
| All Bengal Primary Teachers Association | Not Known | Not Known | Not Known | Not Known | Paschim Bengal Prathamik Shiksha Samachar (Bengali monthly) |
| Delhi Government School Teachers Association | 1954 | 4,000 | Rs. 0.50 | Rs. 2,000 | Newsletter |
| Delhi Public Library | 1951 | 95,000 | Nil (Free) | Not Known | Several Books and booklets |
| Delhi University Teachers' Association | Not Known | 450 | Rs. 3 | Rs. 1,400 | Nil |
| Tripura (Not-Government) School Teachers' Association | 1951 | Not Known | | Not Known | Nil |

The table lists 17 national organizations and 63 State and others.

The position in respect to office accommodation was as following:-

| | |
|--|----|
| Permanent or own building | 10 |
| Rented | 11 |
| Temporary | 54 |
| In regard to the position of staff. | |
| Full time officers and clerks | 04 |
| Honorary Secretary and full-or part -time clerks | 16 |
| Honorary Secretary without clerical staff | 60 |

The term "Temporary" used in connection with office accommodation indicates that there is no permanent location, and the office usually moves with the elected Secretary wherever he resides. The term "Honorary" in respect to the Secretariat means that the workers are not paid.

Out of the 80 associations, 29 had their regular publications. Others issued newsletters and bulletins.

In present times, in almost every part of India there are teachers' organizations having local, district, state and regional associations. Many of these associations are affiliated to National organizations. Some of the National organizations of school teachers are affiliated to International bodies. Most of them organize periodical meetings, seminars, workshops for the discussion of educational problems. These activities have increased considerably during recent years. They also hold annual conferences. Some of these associations bring out periodicals or magazines.

The fact that there is such great diversity in types of teacher's associations in any country is good evidence that there are differences of opinion on this question among the members of teaching profession. Many would hold that ours is a pluralistic society, that one of our great strengths as a Nation is that we respect and nurture individual differences. Those who hold

this viewpoint would contend that teachers ought to avoid a unified pattern, either of opinion or organization that great strength arises from diversity of opinion and viewpoint. Others would contend that the failure of teachers to achieve one association with which all members of the profession affiliate results in diffusion of strength and effort. As reasons for this view they would assert that (1) teacher groups sometimes pull in different directions so that effort is wasted (2) the strength of teachers as a group is often so diffused that little can be accomplished and (3) the public tends to be confused by so many groups purporting to speak for the profession.

There is also an overlapping of National and regional/state level special interest organizations, such as those for teachers of science, social-studies, Mathematics, Hindi, English which is not a serious handicap. Because of overlapping and duplication, these organizations may not be as effective as they could be, but no great amount of harm is done because most of these groups do not purport to speak for teachers and for education in general. They may discuss critically about educational content and methods in their specific areas, but they do not attempt to represent teachers before legislative groups or to speak for the profession in matters such as the need for more buildings, pre-service and in-service teacher education, leave rules, salaries, retirement and working conditions.

In India, at present following **National level organizations of school teachers** affiliated to E.I are:-

1. All India Primary Teachers Federation (Akhil Bhartiya Prathamik Shikshak Mahasangh) (A.I.P.T.F)

Founded on 7th January 1954, A.I.P.T.F is a Sectorial Federation of Primary School Teachers.

It aims to unite all teachers working in Primary schools throughout India under one organization; to foster the spirit of brotherhood and co-operation among all the members of the profession. Its office situated at the Akhil Bhartiya Shikshak Bhawan (now known as Jagdish Mishra Shikshak Bhawan) 41, institutional Area Pankha Road, Janakpuri New Delhi. 110058.

2. All India Secondary Teachers Federation (Akhil Bhartiya Madhyamik Shikshak Sangh)

Founded in October 1961 A.I.S.T.F aims to make an all round development of secondary education. A.I.S.T.F is a non sectoral organization affiliating teachers' organizations representing teachers teaching at elementary or secondary level. An old organization which had office in Delhi and worked effectively for the cause of teachers has unfortunately been divided into two factions dominated by different political ideologies. The two factions of the federation have offices in Delhi and Bihar.

3. All India Federation of Teachers organizations (A.I.F.T.O)

Founded on 23rd January 1976, A.I.F.T.O aims to organize the teachers working in all States and Union Territories in India. The office of the organization is situated at RZ -12 Old Roshanpura Extension, Near Post Office, Najaf Garh, and New Delhi 110043.

4. All India Federation of Educational Associations (A.I.F.E.A)

Founded in 1925, this is the oldest teachers' organization in India. Presently its office is situated in Cuttack, Orissa.

1.3 NEED FOR TEACHER ORGANIZATIONS

The question which emerges then is that whether there is a need of teachers to organize them? What is the need? The answer is that teachers as professionals ought to work for the social well being and future progress of the country.

In fact, a profession is distinguished from other vocational groups in its emphasis upon the idea of dedication of service to mankind, besides its economic rewards, a profession is also said to be based on a body of verified experiences, which enables its practitioners to develop theoretical insight in their work. A historical study of the oldest professions like medicine, law etc. indicates that at first these professions demanded special training of their practitioners, whereby they distinguished themselves as individuals with special competence. Then they formed themselves into associations, in which they admitted individuals with those minimum qualifications which would guarantee this competence.

This indirectly gave public recognition of their competence. Further they also laid down a code of conduct as requirement for the retention and continuance of their membership. Thus a true profession is now recognized as an organization that regulates admission of members, exerts controls over them and secures for them certain rights and privileges.

When teaching is considered in the light of the foregoing criteria, it may be frankly admitted that it can not achieve the professional level; to the extent it is required. Although certain conditions which teaching fulfils, support it as a profession, for example:-

- i. Teachers are organized at National, state & local levels,
- ii. Teaching requires careful skills and understanding.
- iii. Teachers are required by law to complete certain requirements for certification and entrance into profession.
- iv. Teachers attend summer-trainings, workshop, refreshers courses and in-service training to keep them up to date about educational innovations, new concepts & methodologies.

Though teaching in India is regarded as a profession, yet there are many who may not accept school teaching (particularly middle, primary, secondary, Sr. secondary) as truly a profession, for these do not at present fulfill a few distinguishing qualities which are the mark of any occupation which may be called a profession. For example one of these few characteristics is that the period of preparation for a profession is always too long rather than brief, and the school teaching at these levels in India does not require an extended period of formal preparation. In spite of the controversies that whether school-teaching is a profession or not, teachers have organized themselves as professional organizations at local, state and National levels in our country.

An individual teacher can contribute a great deal in upgrading the teaching profession by becoming an active member of the local association, by increasing his participation in community affairs and by maintaining the standards and ethics of his profession. With the latest technologies pitching in and with changes in economic and social spheres around the globe, it becomes all the more essential for teachers to organize themselves. A national organization can work for the general advancement of the profession on the whole, by pooling together national resources for the solution of educational problems and by promoting coordination and cooperation in carrying out national programmes of education.

1.4 ROLE AND FUNCTIONS OF TEACHERS ORGANIZATIONS

Kothari Commission (1964-66) clearly spells out the role and vision of teachers organizations in chapter -III on teacher status (3.44 to 3.46). The commission recognizes the effort made by some organizations to pursue academic and professional development programmes. However, the commission recommends more stress on academic programmes. Following functions of teacher organizations are recommended by the commission:-

- i. To secure for their members, individually and collectively, their rightful status – social, economic & professional.
- ii. To safeguard their professional interests and to secure satisfactory conditions of work and service.
- iii. To secure the professional growth of teachers through refresher courses, seminars, publications, library service and research.
- iv. To work for the improvement of education in response to the challenge of the ever-changing socio-economic situation.
- v. To improve the teaching of subjects through the establishment of subject- teachers associations.
- vi. To establish a professional code of conduct for teachers and to ensure that it is followed by members.

Professional organizations of teachers fulfilling above functions should be recognized by the central and state governments and entitle them to the right of being consulted on all matters relating to school-education, general and professional education of teachers, their salaries and conditions of work and service.

The commission also recommends constitution of joint- teachers' councils in each state and union – territories. These councils will create a forum where the officers of the Department will meet the representatives of teachers' organizations at a sufficiently high level as often as necessary but at least once in six months. The scope and function of these councils will include all matters relating to conditions of service and work, welfare service of teachers of all categories and general advisory bodies but there would be convention that subject to the final authority of the state, cabinet agreements reached at the Council shall become operative.

The National Commission on Teachers-I (Chattopadhyay Commission 1983-85) have committed in their draft resolution (S.No.10) to identify the role of teachers' organizations in professional growth and professional consciousness. The commission has dealt in detail with the present status of teachers' organizations and suggested future roles in chapter -V (The status, working conditions and welfare of the teachers) and again in chapter-IX (society's expectations of the teacher). Accordingly in chapter-V (5.44) some suggestions to enhance the social image of teacher are:

- i. Associating teachers and teachers' organizations with policy making decisions for educational planning and administration.
- ii. Associating teachers and teachers' organizations with planning and execution of local and community development programmes for which they have been consistently pressing and rightly so, for many years.

Important roles for teachers' organizations were also suggested by the commission. Some of the recommendations are:-

- i. Improving the professional services of its members.
- ii. Improving teaching conditions and economic status with special reference to hilly, rural, desert and inaccessible areas.
- iii. Undertaking research publications, in-service development programmes and advance the academic interest of the profession of teachers.
- iv. To improve teaching methods and the academic and professional training of teachers.
- v. To establish subject – teachers associations and conduct seminars and workshops during vacations regarding upgrading of syllabi and courses of study.
- vi. Building national atmosphere for the profession with regard to professional ethics, equitable salaries and curriculum improvement .
- vii. To relate an awareness in public of the need for development of good education and eradication of social evils like communal riots, castes , dowry etc. Serve as a clearing house for ideas and as a unifying factor among many points of view to reflect generally the broad perspective concerning the development of teachers.
- viii. Take interest in single teacher schools with regard to their academic viability and providing basic reference material.

Further, **National policy on Education-1986** has clearly stated the role of National level of teachers organizations towards accountability of teachers. It states in chapter -IX (9.3) as under:-

Teachers' associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a code of professional ethics for teachers and see to its observance.

Also in POA -1986, made important recommendations that are presented below.

- i. Strong unified and responsible teachers' associations are necessary for the protection of the dignity and rights of teachers as also for ensuring proper professional conduct of teachers. It would be advisable to encourage development of such associations. Professional associations of teachers will be encouraged to develop awareness of teachers toward their professional growth and development.
- ii. It is necessary to stress the need for democratic functioning of all these organizations in the absence of which they tend to break into small groups and their credibility and capacity to serve the cause suffers.

The importance of teacher- associations has again been emphasized in POA -1992. It recommends 'Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year'.

Recently, **National Curriculum Framework-2005** by N.C.E.R.T, there is a reference about the role of teachers associations under the heading 'New Partnerships'. NCF-2005 has envisaged following role for teachers' association.

Teacher associations and organizations can play a far grater role in strengthening school education than has hitherto been the case. for instance, they can help evolve norms to improve school functioning by using their influence over their teacher members to ensure

that teaching time is not compromised, and help create a culture of accountability. They can also draw attention to the inputs and supports that are necessary for effective curriculum transaction, and act as constructive pressure groups on issues such as school resources, quality of teacher education and professional development. These associations can work with local level organizations as well as with BRCs and CRCs in defining the nature of academic support required, provide feedback and so on.

The recommendations put forth by various commissions and policies clearly define the role of teachers organizations. These organizations are expected to work for the professional growth of their teacher members, ensure that they are accountable to their jobs and observe a code of ethics. If the teachers' organizations truly work towards these goals, the status of teachers can be enhanced in the society.

1.5 STATUS OF TEACHERS

A number of questions arise at this juncture. What are the factors responsible for giving a particular status to a particular occupation in a society? If there is a variation in status within an occupation, what are the factors responsible for it? And lastly, what are the means adopted by the teachers organizations to enhance their status through professional development?

In a survey conducted by E.W Franklin, it was pointed out that the teachers status is compounded of moral influence, professional freedom, academic scholarship, and economic security.... He mentions the following indices for the assessment of the status of the teaching profession, '(a) the academic and professional requirements for entry (b) the financial and other economic benefits, (c) the professional responsibilities assumed, (d) the freedom of teachers to take part in public affairs, and (e) the degree of public recognition.

Max Weber defines a status situation as '..... Every typical component of life- fate of man that is determined by a specific, positive or negative social estimation of honour. This honour may be connected with any quality shared by society, and of course it can be knitted to a class situation. Again, 'in content, status honour is normally expressed by the

fact that above all else a specific style of life can be expected from all those who belong to the circle'. Status is therefore, socially defined esteem and honour. It is related to the negative or positive evaluation of a person, a category or a group as possessing desirable and undesirable qualities.

The document on the recommendation concerning the status of teachers adopted by the special Inter governmental confluence on the status of teachers' held on 5th Oct 1966 in Paris, (known as UNESCO/ILO Recommendations on status of teachers) states that the recommendations ensure the teachers enjoy the status commensurate with their role. Defining 'teacher' and 'status' for the purpose of recommendations, the following clarification is given:

- i. The word 'teacher' covers all those persons in schools who are responsible for the education of pupils.
- ii. The expression 'status' as used in relation to teachers means both the standing or regard accorded to them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it and the working conditions, remuneration and other material benefits accorded to them relative to other professional groups.

The guiding principles state that the status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives, it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives. It also recommends that teaching should be regarded as a profession: which requires teachers to acquire expert knowledge and specialized skills. Teachers' organization should be recognized as a force which can contribute greatly to educational advance (Recommendations concerning the status of Teacher: III Guiding Principles, 5,6,9).

India being one of the signatories at the conference held in Paris in 1966, has not yet been able to implement the recommendations to enhance the status of teachers. The deteriorating situation of teachers not only affects the developing world, even in the advanced industrialized countries, several reports indicate a brain drain from the teaching profession to better paying jobs. According to international labour office, despite the crucial role of teachers in education and development, the status of teachers has reached intolerably low point.

In the present context, the status of teacher is mainly based on the following two aspects:-

- i. Financial Position
- ii. Professional Competence

Compared to other jobs, leaving aside MNC's salary structure, the salaries of teachers can be stated as satisfactory. On the other hand with the changing times where knowledge and information is not only being imparted in class-rooms, the complacent attitude of school teachers can bring down their status in the society. To keep up pace with the every day changing world, teachers have to update their knowledge and skills to maintain status in the society. It thus becomes mandatory for teachers' organizations to work towards professional development of their members along with their other welfare activities.

Furthering the same sentiment in the chapter 'The teacher and society Report of National Commission on Teachers-I (1983-85) it has been very rightly observed by the commission "Educationists and teacher -leaders themselves think of the present preoccupation of the teacher' organizations with the salary and working condition of teachers, and their general agitational approach to achieve their ends. The questions are important as one of the terms of reference of this commission specifically enjoins identification of "the role of Teachers' organizations in professional growth and professional consciousness".

Also the Commission states 'Teachers' organizations have not paid enough attention to the intellectual and professional improvement of their members. Thus it is clearly pointed out that apart from economic well being; the status of teachers depends largely on their professional competence.

1.6 NEED AND SIGNIFICANCE OF THE STUDY

In the light of above mentioned recommendations of the various commissions on education and to enhance the status of teacher in the society their professional development programmes can not be delayed any further. Attending seminars and workshops by teachers which are mandatory for increments in pay does not address the concern. There has to be an intrinsic motivation in the teachers to upgrade themselves and to be able to compete with teachers of their category around the world. This motivation can be very well instilled in them through responsible teacher organizations.

Teacher organizations all over the world have realized that the foremost task for them is to work for the development of their members. Governments and civic societies will respect them and listen to them if they are professionally competent and dedicated to the larger welfare of the societies through education. This requires constant up gradation of knowledge, acquisition of innovative and new technologies & skills. Apart from the in-service training programmes conducted by Governmental bodies, which are not so very well taken by teachers, it becomes essential for teacher organizations to work effectively towards the professional growth and development of teachers. Also in contemporary times, the world is emerging as a global-village. Innovations, novel practices in all spheres of education in progressive and developed countries have a direct impact on developing and under-developed Nations, their National progress and growth. Innovations in teaching-learning processes, professional development of teachers, new methodologies in classroom teaching have become essential in recent times. To address to these needs, teachers themselves have to rise to the occasion. Supporting the Governmental patterns of in-service training, it becomes the responsibility of teacher-organizations to instill a sense of dedication and accountability in teachers to their profession and prepare them for the challenges of future. The focus now-a-days being shifted to decentralization and participatory management, teachers themselves have to be well equipped with knowledge, skills, techniques required to effectively handle the responsibilities. Education with a wider scope has to prepare citizens for harmonious

and sustainable living in community. In developed countries teacher organizations enable teachers to have a participatory role in educational planning, execution, review and innovation thereby enhancing the status of teacher in society. There is thus a need to study the role of teachers organizations and the impact of their developmental programmes on school teachers.

1.7 RESEARCH GAP

Based on the review of researches both at National and International level, it was observed that there is hardly any research based on the functioning of teachers organizations. At National level, only history and growth of some of the teachers organizations has been studied.

This research therefore is aimed to answer the following research questions

- 1) What is the status of teachers' organizations in India?
- 2) What is their structure and how do they function?
- 3) What is the trend of these organizations? Is their functioning in tune with the changing times?
- 4) What is the contribution of these organizations in school education and in the professional development of teachers?
- 5) What is the impact of the professional development programmes carried out by teachers' organizations?
- 6) What is the influence of international teachers' organization (E.I) on the working of Indian teachers' organizations?
- 7) What is the extent of co-ordination between different national level organizations of teachers?

1.8 RATIONALE OF THE STUDY

The information and communication technology revolution has changed the living style of every body and education is no exception. In a period not so long ago, the gestation period for education was considered to be long. Sometimes spanning across generations. But due to technological advancements, this gestation period has been considerably reduced.

Obviously, the role and functions of the teacher has been affected by this radical shift across the world. This shift in the teacher's role can be witnessed from society to market, market management and imparting of techno-managerial skills in the educational and its teaching learning process.

At this critical juncture, what exactly is the role of a teacher? How can he play a catalytic role in the transformation of society? These are a few issues that continue to haunt a committed teacher. Unless the teachers are crystal clear and frank about their ideological premise, they would mislead themselves and the generation whose future is entrusted with them. Hence it is important to know the role of the teacher in the historical past and present to chalk out the prospective course of action for future. In this context, the role of teachers organization cannot be ignored. These organizations are more or less orienting the teachers with the changing demand of society as well as develops responsive professional skills to cope with emerging future. The aforesaid discussion made it clear that how far the teachers organizations particularly in Indian setup working in this direction? what are the innovative steps so far they have taken for enhancement of the teachers role.

Thus it becomes a subject of curiosity and interest to know about the role and functions of teachers organizations in India. As some of the National level teachers' organizations are also affiliated to Education International (E.I), understanding their priorities and programmes and their effectiveness can have significant implications for policy makers. In India, how far the organizations have been functioning effectively, is not very well known. Hitherto, hardly any research has been carried out in this very vital area. If rightly motivated and guided the working of these organizations can bring a significant change in the educational scenario of India. It is with this rationality that the research problem has been taken up.

1.9 STATEMENT OF THE PROBLEM

The problem can be stated precisely as follows

A STUDY OF THE IMPACT OF TEACHERS ORGANISATIONS ON THE PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS

1.10 OBJECTIVES OF THE STUDY

1. To study the current status of school teachers' organizations in India.
2. To study the role and functions of teachers' organizations.
3. (a) To study the functional structure of school teachers' organizations at the national level.
(b) To study the changing trends in the functioning of teacher organizations.
4. To investigate about the extent of implementations of the recommendations made by various Education Commissions regarding school teacher organizations.
5. To study the contributions made by teacher organizations in the development of school education.
6. To assess the impact of programmes carried out by teacher organizations on professional development of school teachers.
7. To study the co-ordination and networking of various national level teachers' organizations.
8. To study the extent of collaboration between Indian teacher organizations and International Federations of school teachers.

1.11 DEFINITION OF KEY TERMS

1. Impact

The term impact in the study refers to the 'influence' or 'effect' on the teachers through programmes conducted by teachers' organizations on professional development.

With reference to 'Impact' in the present research study, four dimensions have been identified. The impact of professional development on school teachers can be studied through i.e. 1) Their reactions, feedback 2) Learning 3) Change in class room processes 4) Pupil's learning

While (2), (3) & (4) might be influenced by other variables & factors such as individual intelligence, class-room size, school environment, etc. the reactions and feedback of teachers can be the basis of the study of the impact.

2. Teachers Organization

The term ‘**Teachers Organizations**’ in the present research study represents the associations of school teachers with elected leadership who jointly work towards specific goals in the area of academic excellence, professional competence and teachers welfare.

3. School-Teachers

According to dictionary meaning:- A **school teacher** is one who teaches in school, especially one hired to teach.

In the present research primary school teachers and secondary school teachers as members of teachers organizations are being studied. A **primary school teacher** is a trained person who teaches classes I to V and who stays with children of his class the whole working day in school. A **secondary school teacher** is a trained graduate who teaches different subjects to the students of classes VI to X. Students are thus taught by different subject teachers in these classes. A senior secondary school teacher is a trained post graduate who teaches only class XI and XII and he/she deals only with his/her subject of specialization. The common designation given to these categories of teachers is Assistant Teacher, Trained graduate Teacher and Post Graduate Teacher respectively.

4. Professional Development

According to Wikipedia, the encyclopedia Professional development often refers to *skills required for maintaining a specific career path or to general skills offered through continuing education, including the more general skills area of personal development. It can be seen as training to keep current with changing technology and practices in a profession or in the concept of lifelong learning. Developing and implementing a program of professional development is often a function of the human resources department of a large corporation or institution.*

Professional development programmes also include introduction of new educational technologies, pedagogy, skills, awareness about educational issues content enrichment as well as general attitude towards students and profession.

In the present research study professional development means the stimulation of professional competence of teachers and acquisition of above mentioned skills through programmes organized by teachers' organizations.

1.12 DELIMITATIONS

1. Only Delhi-based National level teachers' organizations are included in this study.
2. Teachers' organizations of primary, secondary and senior secondary school teachers are studied.
3. Teachers' organizations affiliated with 'Education International' are included in the study.
4. The impact of the teachers organization is studied taking into considerations of their working during last 10 years

CHAPTER -II

REVIEW OF RELATED LITERATURE

- 2.1 INTRODUCTION
- 2.2 REVIEW OF RELATED LITERATURE AT NATIONAL LEVEL
- 2.3 REVIEW OF RELATED LITERATURE AT INTERNATIONAL LEVEL
- 2.4 REVIEW OF COMMISSIONS AND POLICIES ON EDUCATION.
- 2.5 REVIEW OF REPORTS OF TEACHERS ORGANIZATIONS
- 2.6 REVIEW OF SCRIPTS
- 2.7 REVIEW OF ARTICLES
- 2.8 CONCLUSION

CHAPTER -II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature is done keeping in the the mind the following objectives and purposes

- i. It helps the researcher to find what is already known, what others have attempted to find out, what methods have been promising or disappointing and what problems remain to be solved
- ii. Review of related literature also forms foundation upon which all future work is built.
- iii. Review also furnishes researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques.
- iv. The insight into the methods, measures etc. employed by others also leads to significant improvement of the research design of the researcher.
- v. It provides ideas, theories, explanation, hypothesis or methods of research valuable in formulating and studying the problem.
- vi. It prevents pointless repetition of research.
- vii. It helps in locating comparative data useful in the interpretation of results.

In the present study, the reviews are presented in different sub-headings relating to various secondary sources from 2.2 to 2.7.

2.2 AT NATIONAL LEVEL

Kaushik S.L (1971)¹ Studied the history of growth of the Rajasthan Shikshak Sangh the U.P. Madhyamik Shikshak Sangh, Associations of Punjab and Delhi School Teachers' Association. The major aims of this investigation were

- i. To trace the history of growth of the Rajasthan Shikshak Sangh, the U.P. Madhyamik Shikshak Sangh, the Punjab Government Teachers' Union, the Punjab State Recognized school Teachers' Union, and the Delhi School Teachers' Association,
- ii. To make a study of the pressure techniques used by these organization and their achievements and failures in the academic fields and their role in building a status for the teaching profession,
- iii. To diagnose and analyze the socio-economic and political factors which affect the functioning of these organizations, and
- iv. To study the impact of these associations in the formulation of educational policies in their respective regions.

The data for the study were collected through questionnaires, interviews, attending conferences and studying the published and unpublished academic records.

The study revealed that (1) the early teachers' associations of India emphasized the academic aspect more than the economic betterment of teachers, whereas in recent years the economic aspect has been finding precedence over the academic aspect, (2) there was no evidence of their impact on educational planning; (3) in the economic field they were successful in getting the salary scales of teachers improved, in achieving parity between government and nongovernmental school teachers in the matter of salary, D.A., and other allowances, and in securing better security of service for nongovernmental schools teachers; (4) a tendency of resorting more and more to strong agitational activities was clear in evidence; (5) they had failed in achieving a workable unity and ginger groups continued to emerge; (6) financially they continued to be very poor and the only source of income was the annual membership fee which was too meager (ranging from Rs. 1.00 to Rs.2.00); (7) of all the teachers' association under study only the U.P. Madhyamik Shikshak Sangh was able to purchase its own building for its central secretariat, others did not have even rented buildings and even the central offices continued to be with the residences or place of posting of the general secretary; (8) these associations did not favour participation in current politics but a tendency to seek help from political parties for redressing their demands was on increase; (9) in the matter of communications, both

external and internal, they continued to be talking very much and the public at large was usually indifferent ; and people had certain misgivings about their working and lacked confidence in them.

Purohit, P. (1989)² studied the role of the secondary school teachers' organizations in relation to the qualitative improvement of secondary education in Orissa after independence.

The study focussed on the role of the secondary school teachers' organizations in relation to the qualitative improvement of secondary education in Orissa after independence.

Objectives: (i) To trace the history and development of secondary schools teachers' organizations in Orissa, (ii) To examine the functioning of the secondary school teachers' organization of Orissa, (iii) To assess what role the teachers' organizations are expected to play by the different role definers in the society and; (iv) To assess the role played by these organizations in Orissa for the qualitative development of that stage of education.

Methodology: Questionnaires were administered to the principal functionaries of the professional organizations of secondary teachers of Orissa, members of the secondary school teachers' organizations and the educationists of the State, respectively. Personal interviews were also conducted. The collected data were treated using qualitative techniques.

Major Findings: (1) The secondary school teachers organizations of Orissa were at the initial stages motivated by trade unionism and then gradually drifted toward enhancing academic excellence of its members. (2) They have shown concern both for the betterment of the socio-economic status and promotion of professional competence of the teachers. However, they were more effective in improving the socio-economic status of their members than in promoting professional competence. (3) Although they did not acquire the status of professional consultants in the formulation of educational policies and programmes, they did influence these to a limited extent, by expressing their unilateral considered views. (4) For improving the professional competence of their members, the efforts of the secondary school teachers' organizations of Orissa were mostly in the form of educational conferences and irregular publications. These programmes of the

organization were really not assured of active participation by the teachers' in large numbers and were devoid of follow –up actions.

At the international level, various studies though not directly linked with the impact of professional development programmes on school teachers point towards factors which can enhance teacher learning in order to make them better professionals.

2.3 AT INTERNATIONAL LEVEL

Some international studies on the various aspects of professional development of teachers are given below

Brundage, Sara E (2005)³ studied the factors related to the pursuance of professional development by elementary school teachers.

This study examined (a) factors that motivate elementary school teachers to voluntarily participate in professional development, (b) teachers' beliefs about professional development as revealed through their life histories, (c) the impact of school culture on participation and, (d) teachers' perceptions regarding effective and ineffective forms of professional development. Life histories of four elementary teachers with high levels of professional development participation and surveys from 80 elementary teachers provided the data.

Selection and participation in professional development activities were based on opportunities for the teachers to (a) renew their thinking and explore new ideas, (b) find meaningful and practical ideas for their class-rooms, (c) gain knowledge and develop skills, and (d) enjoy learning. These factors satisfied the participant's basic psychological need for competence, autonomy, and relatedness, which enhance intrinsic motivation. Several factors shaped the participants' beliefs regarding participation in professional development; (a) family, teachers, and mentors in childhood, adolescence, and young adulthood, (b) selecting teaching as a career, (c) life transitions, and (d) life-long group participation.

The participants displayed strong patterns of individuality which allowed them to make independent decision and to use initiative and creativity in order to pursue professional

learning despite aspects of their school's cultures which did not support professional development such as inadequate supervisory and monetary support, insufficient time, few opportunities for shared decision-making and weak learning communities. The participants believe that professional development such as workshops and conference is effective when it is based on their students' and their own needs, can be easily translated into practice and allows time for implementation. Research indicates that activities are more effective if they include: reflection and follow-up support, alignment with teachers' work in their classrooms, and a focus on content, pedagogy, and student learning. The research revealed that teachers learning could be enhanced through professional learning communities if teachers were more skilled in the areas of dialogue, negotiation, collaboration and communication. The teaching profession must find ways to help all teachers understand the importance of continuing professional development and to identify and implement effective professional development that will inform and support teachers in their work.

Menuey, Brendan P (2005)⁴ studied the problems faced by teachers with their own professional incompetence. This study although not directly linked to professional development of teachers, can be seen as a prelude to the strategies that can be adopted along with the programmes of professional development which can reduce incompetence and dismissal process. The study opens way for further research strengthening teachers through professional development programmes.

This study sought to uncover the perceptions of teachers regarding a definition of professional incompetence, strategies used with incompetent teachers, and barriers to the dismissal process, through the use of a survey with more than 200 elementary schools teachers in Virginia and follow-up interview with seven of these participants. The researcher found that teachers rated classroom behaviors to be the most important factors towards a definition of professional incompetence, heavily weighing such characteristics as inability to express content matter clearly and weak classroom management skills. The teachers involved also rated the commonness of strategies used with incompetent teachers, placing dismissal among the least common actions taken by administrators with strategies such as voluntary transfers and ignoring the incompetence rated more common.

Perceptions of the strength of barriers to the dismissal process revealed that the teachers believed union protection, legal and other expenses, and difficulty providing documentation prevented administrators from dismissing incompetent teachers. These broad themes are analyzed and are presented along with recommendations for action and for future –research.

Del Vecchio, Rosalba Corrado (2005)⁵ focused on the collaborative effort of teachers, office departments and parents around the issue of improving student achievement through professional development programmes.

The purpose of this research was to examine the school improvement process from the perspective of central office administrators who work with schools, with principals, and teachers. Specifically, this study explored the role of the Director of Professional Development in relation to principals, teachers, parents, and other district office, mid-level administrators. The research sought to address the primary research question: how is the role of the Director of Professional Development shaped by the school improvement process? Theory and research on school change, role enactment and brokering leadership, professional development, and school culture informed this study.

Qualitative research methodology was utilized with data collected at the district level and in two schools during an 18-month period. The data included over 33 open –ended interviews with selected participants who had knowledge of the role played by the Director of Professional Development, observation of pertinent district and school -based activities recorded in field notes; district and school documents; newspaper articles and other reports that made evident the progress of school improvement and the role of the Director of Professional Development with regard dot that improvement.

The study concluded that activities focusing on the professional development of the staff served to link each central office department with each other and with the schools, in a collaborative endeavor around the issue of Improving student achievement. The data also confirmed Biddle's (1986) assertion that context is critical for examining role enactment of personnel and for exploring school improvement at the district and school level.

Rabe, Bonnie Lee, (2005)⁶ emphasized on the area of adult learning which has been instrumental in influencing the design of professional development programmes.

Adult learning is a highly studied topic (Brookfield, 1994, Cross, 1981; Knowles, 1970; Merriam, 2001). The best approach for working with adults (Driver, Asoko, Leach, Mortimer, & Scott, 1994; Lyons, Pinnell, & Deford, 1993; Steffe & Gale, 1995) is socially constructed and where intellectual development is a process of making meaning with others (Vygotsky 1981).

Research in the area of adult learning has been instrumental in influencing the design of professional development. This growing body of literature increasingly recognizes that teachers' knowledge is gained from and embedded in their every day interactions with children and should be the center of reform efforts and professional development activities (Darling – Hammond, 1994; Lieberman, 1995). To that end, teacher who have opportunities to dialogue, study, and reflect on teaching and learning with their peers appear better able to improve their instructional practices (Lieberman, 1995, Wilson, Peterson, Ball & Cohen, 1996).

The vehicle for this study, Reading Recovery, is “a system-wide intervention that involves a network of education, communication, and collegiality designed to create a culture of learning that promotes literacy for high- risk children” (Lyons, Pinnell, & DeFord, 1993,). Through reading recovery training and continuing contact (professional development), teachers examine their practice and engage in conversation with colleagues and others who both challenge and support their learning.

David Kolb (1984) explored the learning process and the creation of knowledge through the transformation of experience. Barry Sheckley (2003) adapted Kolb's work and explored the dynamic process of the experiential learning cycle as well as the transition of learning to the workplace (Sheckley, 2003 2004, Sheckley Boyle, & Kehrhahn, 2001; Sheckely & Keeton, 2001).

Finally extensive research by Jon Saphier and Robert Gower in the area of teaching behaviors and situations led to the identification of conditions vital to teacher learning in the workplace (1997). This study explored the reflections of seven reading recovery trained

teachers and their administrators and measured the extent to which the conditions vital to teacher learning in the workplace were met in this cross- case analysis.

Ali Abdul Jalil bin, (2004)⁷ intended to find out the organizational and structural attributes of professional development that teachers regard as valuable for changing their practices and improving student learning.

The purpose of this study was to explore the factors that influence the motivation of teachers to engage in professional development and how teachers assess various professional development activities. Specifically, this study was intended to address the following research questions: (1) What motivational factors do teachers cite for engaging in professional development activities? (2) What are the organizational and structural attributes of professional development that teachers regard as valuable for changing their practices and improving student learning? Using a grounded theory approach, 29 teachers, three principals, and one director of instruction were interviewed at three different elementary school settings – rural, suburban and urban. In addition to the interviews, professional development documents were reviewed at each site. Data was analyzed using a constant comparative method through which two categories – motivation for learning and impact of learning were developed for later integration into a conceptual framework. Findings indicated that teachers engaged in professional learning as a result of two forces- internal forces (intrinsic motivation) and external forces (extrinsic motivation). At least five major areas were found to be associated with intrinsic motivation- pedagogical knowledge, technology skills, classroom management, content knowledge and personal interests. Three major areas were found to be associated with extrinsic motivation- salary advancement, licensure requirements and school reform and school improvement professional development. The interview data also revealed the teachers in the case study schools were more intrinsically motivated. The findings also suggested that most teachers in this study preferred workshops and peer – staff development as a format for professional development as opposed to conferences or expert presentations. Active learning and being able to work with colleagues were reasons given for these preferences. Passive learning is perceived by teaches to be less valuable to their classroom practices.

The study concludes that in order to enhance the outcomes of professional development activities organized and sponsored by schools and districts, and to be effective in assisting teachers' learning, schools and districts need to consider activities that provide active learning and peer engagement in the format.

Arbogast., Allan Duane, (2004)⁸ conducted the study to uncover the practices that elementary school principals utilized that balanced the demands of accountability with the creation of supportive learning environment.

This study utilized a multi-case study of schools identified as having supportive environments for professional learning. This analysis of data found that principals engaged in an initial assessment of the school's performance, the instructional practices and the social context of the school based on their personal belief systems. This included a look at the existing leadership patterns the structures of decision –making and the staff's perceived need for change. In addition to this assessment, the principals began to establish and vision of the school and they restructured the decision –making processes. The principals also began to “re-culture” the school by promoting professional learning, collaboration and teacher decision –making.

This study found that the impact of *No Child Left Behind* was to narrow the focus of teacher professional development to the areas assessed by state testing and to frame teacher decision –making around the analysis of data. The implementation of *No Child Left Behind* had little effect on the structures and cultures of the schools studied.

The identification of the practices principals used to support professional learning was significant because accountability and student achievement impact virtually every school in the country. The study added to our knowledge about the effects of accountability, leadership and the development of environments that support learning.

Reid, Sandra, (2005)⁹ studied in detail about the professional development programmes voluntarily taken by the experienced elementary school teachers.

This qualitative case study documented described, and analyzed the experiences of three experienced elementary teachers who voluntarily participated in a district- sponsored and

teacher –directed coaching program. The teachers worked in the same elementary school in a suburban district. Two of the teachers taught all subjects in the 4th grade. The third teacher taught all subjects in the 5th grade.

The researcher audio taped the planning and reflecting conversations with each teacher. Therefore, the transcriptions from those audio tapes were the main source for data collection. However, at the end of the coaching program the teachers were asked to reflect in writing about their experience. Those writings were also used as a data source. The data sources were analyzed to uncover common issues and activities and outcomes.

The hypotheses were generated from the findings. The findings were- Hypothesis 1. Experienced elementary teachers who volunteer to participate in a teacher –directed coaching program are concerned about deepening their understanding of specific instructional practices and materials that will facilitate student learning. Hypothesis 2. Dialogic conversations appear to be a pivotal component in the professional development of experienced elementary teachers. Hypothesis 3. Experienced elementary teachers who self—select topic areas of interest in the coaching process benefit from the coaching experience.

The outcome of this study has implications for reform in designing teacher professional development. Recommendations were suggested for further research in the above areas to assist in designing professional development programs.

Hefty, Gayle Evans,(2005)¹⁰ studied to evaluate how teachers perceived study groups as a format for professional development and how teachers perceived that their participation in study groups impacted their classrooms practices.

This study was undertaken as a result of the gaps in the existing knowledge base concerning the impact of study groups on changes in teacher practice.

Teachers in an urban elementary school participated in twelve hours study group sessions focused on a topic selected by the schools decision making team –differentiation in mixed –ability classrooms. Teachers participated with their grade level peers to learn specific strategies. The principal was an active participant in all of the sessions.

To determine how teachers perceived the study group experience format for professional development, an evaluation form was administered. Seventy-eight percent of the teachers responded anonymously to the evaluation form. It was found that most of the teachers perceived the study group experience positively. They cited the opportunities to acquire and practice strategies in their class rooms, collaborate with their peers, and reflect on their own practices as reasons they valued the experience.

Teachers also responded to a pre and post questionnaire to determine extent to which they felt they practiced differentiated strategies before after the study group intervention. Seventy-eight percent of the teachers responded to the pre and post questionnaires. The data were analyzed using a t test. A statistically significant difference was found in the pre and post mean scores, indicating that teachers felt they practiced strategy more frequently following than prior to the study groups.

Seybold, Joy Ann, (2004)¹¹ Studied the measure of student learning criteria for determining the effectiveness of professional development. Despite numerous recommendations in the literature on professional development, educational research that uses measures of student learning as criteria for determining the effectiveness of professional development is rare. Yet, teachers and schools are required by state and national legislations to document specific connections between professional development for teachers and improvements in student learning. This study addresses this gap by using qualitative methodology to examine the evidence that teachers provide as they reflect on their own learning, implement practices resulting from their learning and assess ongoing improvements in student learning. This ethnographic study examines documents prepared anonymously by 140 teachers within a large urban high school as part of their participation in school- wide in-service sessions over one year and documents prepared by 12 key participants within voluntary professional development initiative involving collaborative inquiry, action research, and portfolio development. Three key findings emerged from the study with implications for schools. First, the processes involved in collaborative inquiry, classroom researches and National Board for Professional Teaching Standards portfolio development are aligned with the features of effective learning environment identified by researchers (Bransford, Brown, & Cocking, 2000; NCREL, 1998) and professional

organizations (NSDC,2001). Second, teachers engaged in these professional learning experience implement teaching practices that allow them to know their students better, use multiple and ongoing assessments of students learning, make adjustments to their teaching practices that are aligned with learner –centered classrooms and express growing confidence in their abilities to differentiate instruction and assessment for diverse learners. Finally teachers engaged in these forms of professional development- whether new or experienced teachers- are likely to deepen their level of evidence based reflective practice and broaden their understanding of diverse learning. The study concludes by identifying six key features of professional learning experiences that support teachers as they improve teaching practices and student learning in their classrooms. These six features, to be elaborated more fully in a second year of study, occur as recursive steps of professional learning through which teachers may develop their inquiry skills and teaching practices throughout their careers.

Hitchens, Frances L., (2004)¹² studied the experiences of teachers in three teachers training programme. These collective case studies highlight the experiences of the pre-service teachers mentor teachers, university facilitators and other participants in three teacher training programs. The meaning that the participants make of their professional development in teaching, alongside the ways in which they describe their experiences as developing professionals, provides the framework for an exploration of what contributions professional development makes to the capacity of teachers and schools to reform. In essence this dissertation is a window into how all the participants who are currently working in a reform active environment are affected, in their practice, in their professional growth and in their commitment to the profession. Key themes that were extracted from the data include the impact of working in culture of collegiality; the importance of connectedness between schools and universities, practice and theory; the validity and value of practitioners voices and views on educational renewal and change, and the importance of building understandings of teaching as learning profession. This dissertation asserts that teachers who assume an inquiry stance (Cochran-Smith & Lytle, 1993, 1998, 1999, 2000, 2001) will be best able to meet the current demands of students in classrooms, schools as learning communities and teacher training as preparation for lifelong learning. The data suggests that if the rhetoric of reform that pushes for changes in standards and assessments,

new modes of schools organization and decision making, and revised curriculum are to become a reality, teachers' professional development across the lifespan from pre-service training to lifelong learning needs to become a central focus in the process and implementation of educational change.

Thomas-Reynolds (2005)¹³ intended to study the collaboration between school and an external organization 'Say Yes to Education'. The organization works collaboratively with teachers to enhance the academic success and progress of their students in a Philadelphia public school. This study sought to understand the nature of collaboration with 'say yes' an external organization, working within the existing culture of an urban public school. This study recognizes the importance of power and authority roles in the school and how that influences the nature of the collaboration efforts between the two organizations. This research also privileges the voices of the teachers to understand how they conceptualize the 'Say Yes Program' and how it positions itself within the local context of the school. Data in this study consists of the collection of journals maintained by the teachers during a six week summer academic program, field notes from observations of focus groups, and audio transcripts from semi-structured interviews conducted with the participants. In addition to understanding the school's culture, a thematic analysis of the data identifies two factors essential to the success of this initiative. These themes highlight a perceived mutual benefit for all participants and the inclusion of teachers as valued stakeholders in the initiative. In this study 'Say Yes' lacks formal authority and power in the school. As a result the organization only has windows of opportunities to appeal to the teachers' interests as a means to work more collaboratively with them. The extent of the collaborative efforts depends upon the authentic engagement of teachers, the level of shared risk taking, shared ownership and the willingness of the teacher to participate in the initiative. This research suggests that the teacher participation and inclusion during the decision making and implementation phase of this initiative recognizes their power in the school. As a result without teachers interest and active participation, educational initiatives in schools are challenged from the start.

Sieveke-Pearson, Starla M (2004)¹⁴ sought to find out the relation ship between professional development and student achievement. Professional development in education offers teaches rich opportunities for ongoing learning throughout their careers. Quality professional development promotes collaborative, social learning contexts through which teachers discuss problems of practice. However just as educational reform efforts hold teachers and schools accountable for student learning, professional development is simultaneously scrutinized for its effect on teacher learning, practice and student achievement. This semester long case study explored relationships among teachers learning through professional development, changes in their classroom practices and changes in their students' learning. A team of four middle school teachers participated, along with seventeen of their students identified as reading below grade level. Data were collected through interviews, student focus group interviews, classroom observations, and analysis of reading assessments. The researcher interviewed each of the teachers three times and conducted two focus group interviews of the seventeen students. The researcher also observed the teachers' participation in professional development, observed their classroom practice, and examined students' reading results on the Degrees of Reading level and the Qualitative Reading Inventory-3. Findings of the study indicate that cursory relationship existed between teachers' learning through professional development and changes in their student achievement.

2.4 REVIEW OF COMMISSIONS AND POLICIES ON EDUCATION.

Going through the various Commissions and Policies on Education in India after independence, the key role of the teacher in national development can not be overemphasized, which can only be enhanced through professional development programmes. The Secondary Education Commission (1954) said, *We are, however, convinced that the most important factor in the educational reconstruction is the teacher- his personal qualities, his educational qualifications, his professional training and the place he occupies in the schools as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it. Priority of consideration must, therefore, be given to the various problems connected with the improvement of their status.*

The second five year plan (1956-61) has said, *At all times the teacher is the pivot of the system of education. This is especially the case in a period of basic change and reorientation.*

The academic and professional development of teachers should be the responsibility of the teachers organizations has been clearly spelt out by the Education Commission under the chairmanship of Dr. Kothari. **Kothari Commission (1964-66)** clearly spells out the role and vision of teachers organizations in chapter -III on teacher status (3.44 to 3.46). The commission recognizes the effort made by some organizations to pursue academic and professional development programmes. However, the commission recommends more stress on academic programmes. Following functions of teacher organizations are recommended by the commission

- i. To secure for their members, individually and collectively, their rightful status – social, economic & professional.
- ii. To safeguard their professional interests and to secure satisfactory conditions of work and service.
- iii. To secure the professional growth of teachers through refresher courses, seminars, publications, library service and research.
- iv. To work for the improvement of education in response to the challenge of the ever-changing socio-economic situation.
- v. To improve the teaching of subjects through the establishment of subject- teachers associations.
- vi. To establish a professional code of conduct for teachers and to ensure that it is followed by members.

Professional Organizations of teachers fulfilling above functions should be recognized by the central and state governments and entitle them to the right of being consulted on all matters relating to school-education, general and professional education of teachers, their salaries and conditions of work and service.

The commission also recommends constitution of joint- teachers' councils in each state and union – territories. These councils will create a forum where the officers of the Department will meet the representatives of teachers' organizations at a sufficiently high level as often as necessary but at least once in six months. The scope and function of these councils will include all matters relating to conditions of service and work, welfare service of teachers of all categories and general advisory bodies but there would be convention that subject to the final authority of the state, cabinet agreements reached at the Council shall become operative. **The National commission on Teachers-I** (Chattopadhyay Commission 1983-85) have committed in their draft resolution (S.No.10) to identify the **role of teachers' organizations in professional growth and professional consciousness**. The commission has dealt in detail with the present status of teachers' organizations and suggested future roles in chapter -V (The status, working conditions and welfare of the teachers) and again in chapter-IX (society's expectations of the teacher). Accordingly in chapter-V (5.44) some suggestions to enhance the social image of teacher are

- i. Associating teachers and teachers' organizations with policy making decisions for educational planning and administration.
- ii. Associating teachers and teachers' organizations with planning and execution of local and community development programmes for which they have been consistently pressing and rightly so, for many years.

Important roles for teachers' organizations were also suggested by the commission. Some of the recommendations are

- i. Improving the professional services of its members.
- ii. Improving teaching conditions and economic status with special reference to hilly, rural, desert and inaccessible areas.
- iii. Undertaking research publications, in-service development programmes and advance the academic interest of the profession of teachers.
- iv. To improve teaching methods and the academic and professional training of teachers.

- v. To establish subject – teachers associations and conduct seminars and workshops during vacations regarding upgrading of syllabi and courses of study.
- vi. Building national atmosphere for the profession with regard to professional ethics, equitable salaries and curriculum improvement .
- vii. To relate an awareness in public of the need for development of good education and eradication of social evils like communal riots, castes , dowry etc.
- viii. Serve as a clearing house for ideas and as a unifying factor among many points of view to reflect generally the broad perspective concerning the development of teachers.
- ix. Take interest in single teacher schools with regard to their academic viability and providing basic reference material.

The commission also observed that teachers' organizations have not paid enough attention to the intellectual and professional improvement of their members. The main pre-occupation of teachers' organizations particularly since independence has been with the improvement of the salary and service conditions of teachers, and in this they have, without question, achieved considerable success. The principle of parity of salary, status and service conditions between teachers of government schools and those of aided in situations, for instance, is now fully recognized and implemented in most parts of the country. The organizations have also been effective to some extent in drawing attention to the unsatisfactory service conditions in some of the privately managed schools. **The commission recommends to identify the role of teachers' organization in professional growth and professional consciousness.** The commission further states that a code of conduct for teachers should be formulated at the national level in consultation with teachers' organizations.

Further, **National policy on Education-1986** has clearly stated the role of National level of teachers organizations towards accountability of teachers. It states in chapter -IX (9.3) as such *Teachers' associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a code of professional ethics for teachers and see to its observance.*

Also in POA -1986, chapter xxiii under the head 'Teacher Associations' recommendations are stated as

- i. Strong unified and responsible teachers' associations are necessary for the protection of the dignity and rights of teachers as also for ensuring proper professional conduct of teachers. It would be advisable to encourage development of such associations. Professional associations of teachers will be encouraged to develop awareness of teachers toward their professional growth & development.
- ii. It is necessary to stress the need for democratic functioning of all these organizations in the absence of which they tend to break into small groups and their credibility and capacity to serve the cause suffers.

The importance of teacher- associations has again been emphasized in POA -1992. It recommends *Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year.*

Recently in the National Curriculum Framework-2005 designed by N.C.E.R.T, there is a reference about the role of teachers, associations under the heading 'New Partnerships'. In volume 5 of N. C. F -2005, Role of Non -Governmental organizations, citizen social groups and Teachers Associations with reference to New Partnerships (5.5.1) following role has been envisaged for teachers' associations *Teacher associations and organizations can do a lot more in the development of school education, as it has been rightly expected from them. They can, for example suggest and create new activities for school, their growth and development. Through their teacher -members and through the influence of the associations they can ensure the culture of accountability among teachers and also that the precious teaching - time is not wasted and They can give suggestions for the effective transaction of curriculum also as constructive pressure groups, they can talk about improvement of school -resources, quality of teacher education and about professional reforms. Along with Block Resource centers (B.R.C.'s) and cluster Resource centers (C R C's) and other agencies, they can review the aforesaid issues and can suggest about the academic input required and other suggestions thereof.*

The recommendations put forth by various commissions and policies clearly define the role of teachers' organizations. These organizations are expected to work for the professional growth of their teacher members, ensure that they are accountable to their jobs and observe a code of ethics. If the teachers' organizations truly work towards these goals, the status of teachers can be enhanced in the society.

2.5 REVIEW OF REPORTS OF TEACHERS ORGANIZATIONS (THEIR SELF REPORT)

Based on the recommendations put forth by these commissions and policies, one of the National level teachers' organizations (AIPTF) has been conducting professional development programmes for its member teachers from 1995. In its report on the professional development programme for the year 2004-05 the following observations have been made regarding the impact of professional development programmes organized by AIPTF in different states of India.

- i. The training influenced substantially the attitude of teachers towards their students. They are now providing parental care to their students and they have developed ethics of child care.
- ii. Teachers started organizing co-operative learning situations and group learning activities in their schools, and also adopted interactive approaches to teaching. They expressed that they have incorporated these approaches into their repertoire.
- iii. The training enhanced their self- confidence and their self-esteem. They exercise more patience in dealing with students now.
- iv. The teachers revealed that the techniques of brain storming and problem solving are useful. They are now using them in their day to day teaching in the classroom. These stimulate their learners to think creatively.
- v. Innovative teaching strategies learnt by them in the training programmes have helped them to generate a conducive learning climate in the classroom.

- vi. The importance of communication including body language, silence and other nonverbal/ extra-verbal cues stressed in the training programmes, proved very useful to them in improving their teaching learning process in the classroom.
- vii. The trainings sensitized them to a great extent about professional ethics and accountability.
- viii. Almost all the participating teachers in the evaluation meeting in Uttarnachal reported that the training increased their learning desire. The training also strengthened their bond with their students.
- ix. About 90% of the participants reported that innovative methods of teaching are well received by their students. Their response is overwhelming. They enjoy group and co-operative learning activities. They take keen interest and participate actively in brain storming and problem solving activities.

About 9 to 17% of the teachers in some states who underwent training under Professional Development Project by AIPTF did not have any opportunity to attend departmental in - service training to update their knowledge and to fine- tune the teaching competencies after joining the post as a teacher. PD project provided an opportunity to them to equip them with certain innovative teaching strategies.

Kerala and Orissa Rajya Prathmik Shikshak Sangh reported that the Professional Development Project has been immensely beneficial to their teachers, students and the education department. The president of Orissa Prathik Shishak Sangh informed the AIPTF office that the state Government has obtained from them a list of teachers trained under PDP in their state. These teachers are now being used as resource persons by the Education Department of the state in their training programmes being organized at the Block level.

The Education Department of Government of Uttaranchal also appreciated the in service training of primary teachers under professional development programme. The department is incorporating some components of PD project into the training design/ curriculum for in-service education of primary teachers of the entire state. The services of teachers trained under PD project would be used to transact these components.

The Education Department, Government of Goa state appreciated the quality of training imparted to primary teachers under P.D. Project. They expressed their willingness to include some components of P.D. Project into their training curriculum to be designed in near future for training primary teachers under Sarva Shiksha Abhiyan.

Members of the Project Committee in states in which the Professional Development Project has been implemented or is in operation have clearly mentioned that the Professional Development Project has been beneficial to teachers, students, and educational authorities. They have specified that students are getting opportunities to learn in joyful environment. It is beneficial to teachers as it enhances their knowledge and fine-tunes their teaching competencies. It also unites teachers and improves their self image. It is beneficial to the Education Department as PD Project is supplementing their endeavors to provide recurrent in service training to primary teachers in the state.

A reaction scale was also developed by the coordinator, PDP, to determine the effectiveness of specialized training imparted to teachers. The scale had 14 items on different aspects of training. A five point scale was used to determine participant's reactions. The points on the scale were- long from Not at all, to some extent, to an average extent, to a large extent, and to a great extent. The participants were requested to encircle the point which reflected their assessment with regard to the different aspects of the specialized training. Out of 16 participants, twelve participants (75%) expressed that they were benefited to a great extent (highest point on the rating scale) by the specialized training imparted by Canadian experts. The rest of the participants (25%) expressed that they were benefited to the large extent. The data reflected that the specialized training was very effective. The contributing factor for the effectiveness of training could be the appropriateness of the training methodology used by the experts. 80% of the respondents mentioned that the training methodology was the most appropriate. The remaining 20 percent expressed that it was appropriate to a large extent. Further, more 80 percent of the respondents expressed that they had internalized the process of organizing workshops for the professional development of teachers to a great extent. The rest 20 percent mentioned that they have internalized the process to a large extent. The participants further expressed that they will be able to use more effectively the teaching strategies in their classroom for transacting the curriculum.

2.6 REVIEW OF SCRIPTS

Scripts of the interviews held with educationists dealing with professional development programmes were also studied. They talked about the impact and effectiveness of professional development programmes.



Anne Norford, principal of Brownsville Elementary School in Crozet, Virginia, talks about professional development at her school and the changes in the teaching atmosphere that have occurred as a result of professional development.] Excerpted from an interview with Anne Norford (North Central Regional Educational Laboratory, 1992).

According to her, most school-improvement efforts are intended to influence student achievement; the evaluation ultimately must consider the effectiveness of professional development in that area. Teachers are more likely to proceed with new practices if they see positive results in their students. Student scores on standardized tests should not be the only measure of effectiveness. Teacher-developed achievement tests, student portfolios, and grades can be used to evaluate the effect of professional development (Asayes, 1993). If the professional development effort has a nonacademic focus (such as reducing student violence, for example), the indicators of effectiveness should include authentic forms of assessment (such as dropout rates, student attendance rates, and changes in the amount of school vandalism).



Margaret B. Tinzmann, senior program researcher at North Central Regional Educational Laboratory in Oak Brook, Illinois, talks about evaluation to determine the effect of professional development on student learning. Excerpted from an interview with Margaret B. Tinzmann (North Central Regional Educational Laboratory, 1997)

Although professional development programs are designed to affect the participants and in turn the students, they typically have an impact on other stakeholders--administrators, counselors, principals, and other instructional staff. To be thorough, evaluation should be drawn from these sources as well as from the program participants. A multifaceted approach, using different types of information from a variety of sources, should be employed. Both quantitative (measurement-driven) and qualitative (narrative-based) data should be included in the process to provide valuable information. Specifically, the information should include data on participant butcomes, organizational outcomes, and student outcomes.

Evaluation results should be presented in a format that can be understood by all stakeholders in the professional development process (Guskey & Roy, 1995). Clear communication of the findings helps ensure that the results are used to guide school improvement efforts and subsequent professional development activities.

Typically, evaluation of a professional development activity is completed at the end of the activity. This evaluation usually is restricted to the participant's initial reaction to the session content and relevance as well as the effectiveness of the presenter or facilitator. Although assessing these factors has value, the most important factor is the long-term impact of the professional development activity. A follow-up evaluation, completed after teachers have had an opportunity to implement ideas gleaned from the activity, is helpful in assessing changes in instructional practice, changes in professional culture (such as increased collaboration and problem solving), and student improvement. To reinforce changes made by teachers and the school organization, follow-up programs and support activities can be scheduled as part of the evaluation process.

2.7 REVIEW OF ARTICLES

Education International (E.I) in its document on School Education its Priority, under the Head In-Service Training states that *Teaching is a lifelong commitment. Human knowledge continually expands and environments are constantly evolving. Quality in serving training is a fundamental right. Continuous professional development is of crucial importance in*

maintaining the level of teachers' education and retaining them in the profession. To improve the quality of education, teachers must be supported in their efforts to develop themselves professionally.

Closely linked to professional development is the task of improving teaching methods. Classroom teachers must be given the necessary support needed to develop and test new methods and identify new approaches. In order to allow the teachers to do this, professional freedom and quality in service training is essential.

All India Secondary Teachers' Federation (A.I.S.T.F) in its report of 1995-96 strongly asserted that *teachers' federations and their affiliated associations in states shall have to be made partners with all the agencies presently striving to achieve better quality of teaching-learning in schools. That Professional Development of teachers should have to be accepted and implemented by providing adequate funds as teachers' fundamental right, enforceable through teachers' organizations at levels.*

AISTF believes that in the event of joint-venture, Teachers' Unions –Government participatory functioning, everywhere 'effective teacher' will come forward for quality and accountability of education. Through the participatory professional development programmes, the teachers shall develop themselves for the tasks of quality education in the book entitled '**Sociology of The Teaching Profession in India by Ruhela S.P (1970)** NCERT, New Delhi, which is a compilation of articles by eminent educationists, Sunitee Dutt has made the following observations regarding the contribution of teachers' organizations to upgrade teaching. She clarifies about the role of State or Local organizations and National Organizations towards the advancement of the profession.

According to her, local teachers' associations may work in four ways

- i. Provide opportunity to individual teachers to participate in the affairs of the profession.
- ii. A national association in fact should work for the general advancement of the profession on the whole, by pooling together national resources for the solution of educational problems and by promoting coordination and cooperation in carrying out national programmes of education.

- iii. Teachers' associations, especially at the state and national levels must spend considerable time, energy and money in the production of publications in the form of journals, periodicals and year-books. Carefully selected committees must be entrusted with this kind of valuable assignments. Almost all the special curricular areas of a special interest group need to publish their own journals and periodicals.
- iv. Besides these, there are also other types of professional literature, including books, curricular guides, pamphlets, monographs, etc. which are produced and printed for and by teachers. These not only help in professional growth of the writers themselves but also of the readers of the materials. The responsibility of the State and National associations is very great towards dissemination of accurate information about the profession both to the members and to the public at large. Finally, the State and National associations must also conduct and report on research problems.

An individual teacher can contribute a great deal in upgrading the teaching profession by becoming an active member of the local association, by increasing his participation in community affairs and by maintaining the standards and ethics of his profession. Positive social attitudes towards the teaching profession affect the level of professionalization and act as an incentive to a better professional achievement. But a high degree of recognition, prestige and social status of the profession cannot be attained unless the profession exerts itself to attain these desired objectives.

An article on teachers and their organizations in the book entitled **Sociology of the Teaching Profession in India** the author has analyzed the following impressions

- 1) In their relations with the society at large, the teachers' organizations attempt to perform two types of related functions, viz. (i) projecting the image of teachers as a 'profession', and (ii) projecting the economic demands of the teachers.
- 2) In their relations with their own membership, the teachers organizations try to encourage self-expression by providing such forums as meetings, seminars and publishing journals, they also try to encourage among them the qualities which are consonant with a professional status. Under some conditions, however they may encourage militant tendencies which are necessary for the protection of the economic standards of their members.

- 3) In relation to various segments of society with which the teachers are directly concerned, the teachers' organizations do not pay sufficiently close attention. This is indicative of the following facts: (i) the immaturity of the teachers as a professional group; (ii) great social diversity within the group; and (iii) economic insecurity producing the symptoms of self-centredness.

Laying stress on the **Professional Prestige through Professional Development** programmes run by teachers' organizations Corey has stated that there are five areas in which state associations should function.

- i. Developing and maintaining high ethical standards.
- ii. Developing and maintaining high professional standards.
- iii. Developing and maintaining high educational standards.
- iv. Developing and maintaining high standards of community service.
- v. Developing and maintaining high standards of working conditions for teachers.

In justifying this classification of state education association services, Corey says

Professional prestige cannot be bought, stolen, or legislated. In truth, it must be earned through the quality of service rendered to the members of the group. In the long run, the function of the professional association of teachers is to help its members render better service, and thus enhance the prestige of the profession..... What, then, is the method by which the organized profession may achieve its goals? The development and maintenance of adequate standards in the various identifiable aspects of teachers service is the means whereby progress can most rapidly be made toward the establishment of teaching as a stabilized pre-eminent profession.

2.8 CONCLUSION

Review of all the researches, literature, articles on teachers organizations and professional development programmes, their impact on teachers can be summarized as follows

1. It has been found that not enough studies have been carried out in the area of teachers' organizations. Although some related studies on professional development of teachers have been carried out by some researchers but a lot needs to be done to find out the working of teachers organizations, and the teacher development programmes taken up by them. The results can bring a significant change in the professional development programmes conducted by concerned authorities. Hence the rationale to study the impact of professional development programmes organized by teachers' organizations of India.
2. Reviewing the researches it can be seen that some of the teachers' organizations of India have been studied in detail. Their history and growth has been traced and their contribution towards quality education has also been studied. The findings indicate that teachers organizations were primarily concerned with the academic aspect initially which later shifted to socio-economic concern of teachers.
3. At the international level, there are various studies related to professional development of teachers and factors related to it, but there is no study concerning teachers' organizations, their developmental programmes and its impact on teachers.. These studies indirectly emphasize voluntary participation of teachers in professional development programmes and its impact of school culture. One of the study related professional incompetence of teachers leading to the inability to express content matter clearly and weak classroom management skills. Some of the researchers studied the role of administrators, principals, and non-governmental agencies in professional development programmes for school teachers. One of the studies focused on the technique of adult learning for professional development programmes. The impact of professional development programmes on students learning, their achievement has also been investigated by some of the researchers. Still others have studied the impact on class-room practices.
4. The commissions and policies on education have clearly put the responsibility of professional growth of teachers to the responsible teachers' organizations. Right from the secondary education commission (1954) to the national curriculum framework - 2005, teachers organizations are expected to work towards accountability, professional competence so as to enhance the status of the teaches in the society.

5. The review of the reports of the professional development programme being run by one of the national level teachers' organization also suggests that the programme is highly successful and there is a significant shift in the attitude of teachers towards their students. They learnt new and innovative methods of teaching which were used in class-room transaction. Their self-confidence has also increased.
6. The review of articles and literature also points out to the fact that professional development of teachers is essential for the enhancement of their social prestige through professional excellence. If groups of teachers work towards professional growth; they will be able to project the image of teachers as true professionals.

After reviewing the related researches and literature, the investigator found that although the relationship between professional development programmes and improvement in teaching has been almost established by many researchers, no research has been hitherto conducted to know the various professional development programmes taken up by teachers' organizations and their impact on teachers.

CHAPTER-III
METHOD AND PROCEDURE

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CHAPTER-III

METHOD AND PROCEDURE

This chapter presents the method of research used to carry, the taken, the tools developed was used for collection of required data and evidences and the presentation of the case study reports.

3.1 INTRODUCTION

The social well being and the future progress of any country depend to a large extent upon the small section of its population which is generally known as professionals. Teachers, now widely regarded as a professional group must perform their duties accordingly. In the past many less able people had entered teaching with very little preparation but today the teaching group is a composition of persons with varying amounts of educational preparation. If service as an emphasis of social perspective be taken as a mark of profession, no occupation can be rated as high as teaching. It is because its social value lies in its great contribution to the betterment of living which ultimately leads to betterment of society. it is often said that while no one of the professions is more important to the national welfare than any of the other it is true that the achievement of all are dependent upon how efficiently the teaching group performs its functions therefore all professions including teaching rely upon the education their members receive form teachers at schools and colleges.

It thus becomes all the more important in contemporary times to study in detail about the teacher groups i.e. the teachers' organizations role in preparing and empowering teacher to work for their profession in a true sense.

To study the impact of Teachers Organizations on the professional development of school teachers, it becomes absolutely essential to study in details the Teachers organizations their status structure, changing trends, philosophy etc.

In order to collect all the information about the organizations regarding the above mentioned areas, the case study method was selected to study the problem.

The case study a research method to study in depth. It is a form of qualitative analysis and involves a careful and complete observation, an intensive investigation on the complex factors that contribute to the individuality of a social unit- a person family group social institution or community.

The purpose is to understand the life cycle or an important part of the life cycle of the unit. It is also an analysis of complex causation. The case study deals with the processes that take place and their interrelationship. Thus, case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that account for the behavior patterns of the given unit as an integrated totality.

According to H. Odum, *The case study method is a teaching by which individual factor whether it be an institution or just an group in life of an individual an episode in life of an individual or a group is analyzed in its relationship to any other in the group.*

Referring to case study method Marshall says, To work well with this method required a rare combination of judgment in soliciting cases, and of insight and sympathy best of all but in ordinary hands it is conditions than those obtained by the extensive method of collection more rapidly very numbers observations reducing them as far as possible to statistical form, and obtaining broad averages in which inaccuracies and idiosyncrasies may be trusted to counteract one another to some extent." Burgess has used "the words the social microscope" for the case study method. Pauline V. Young describes cases study as *a comprehensive study of a social unit i.e. may be a person, a group, a social institution, a district or a community.* Case study resembles almost all other types of research. It borders on historical research, for instance, in the sense that the present case can be understood only in view of its past.

It is closely related to documentary research in that it deals with living individuals in their present social environment case studies resemble survey studies on that they are concerned with the present status of the phenomenon.

Thus case study method is a form of qualitative analysis where in careful and complete observation of an individual or a situation or an institution is done, efforts are made to study each and every aspect of the concerning unit in minute details and then from case data generalizations and inferences are drawn.

The case study method is a widely used systematic field research technique in sociology these days apart from being used in other disciplines. Frederic play traduced this method to the field of social investigation. Herbert Spencer was the first to use this method in his comparative study of different cultures. Anthropologists, historians, novelists and dramatists have used this method concerning problems pertaining to their areas of interests. Even management experts use case study methods for getting clues to several management problems. Infact the use of this method is increasing.

3.2 METHOD OF RESEARCH

In the present study, the case study as a method of research has been used. The case study has the following merits over other method.

- Being the exhaustive study method enables to understand the structure, functions of the unit along with the thinking pattern involved. In the words of Charles Horton Cooley *case study deepens our perception and given us a clearer insight into life. It gets at behavior directly and not by an indirect and abstract approach.*
- Through the use of this method, record of personal experiences of individuals association with the organizations were recorded along with the tensions, motivation and other forces playing on the minds of individuals or group.
- This method also enables the researcher to trace out the natural history of the organizations and their subsequent development.

- The method facilitates intensive study of the organizations which is generally not possible through observation method the method of collecting information only through schedules.
- Several research methods can be used under the case study. In depth interviews, questionnaires, study of documents and letters, exploring the net and the like are possible under the case study method.
- Case study technique also helped in suggesting measures for improvement in the context of the present environment and related issues of the organizations under study.
- This method also facilitates the drawing of information's and helped in maintaining the continuity of the research process. In fact, it is the gateway to and at the same time the final destination of abstract knowledge.

3.3 POPULATION AND THE SAMPLE

The population in the present research comprises all the national level school teachers' organizations of India. These organizations represent teachers of elementary and secondary schools. The sample of the study consists of only those teachers' organizations at national level who have organized professional development training programmes for teachers. The sample of teachers who received such training is comprised of one hundred teachers working in Delhi schools.

3.4 DEVELOPMENT OF TOOLS

In a research study the devices used to collect data are termed as tools or instruments of measurements or data collection. The tools can be in the form of achievement test, criterion reference test, intelligence test, interview schedule, observation schedule, attitude scale, questionnaire, opinionnaire etc. For the present study the tools selected were questionnaires and interview schedules. It is so because the objective of the present research is to study the current status of teachers' organizations at national level and their functional structure. The study also aims to understand their role in the development of school education and the impact of professional development programmes carried out by these organizations. In order to study all the above mentioned dimensions of teachers organizations the following tools need to be developed.

3.4.1 QUESTIONNAIRE

For school teachers, to know about the impact of the programmes organized by teachers' organizations.

3.4.2 INTERVIEW SCHEDULES

- 1) For the functionaries, leaders of the organizations to know about the growth and development of the organizations, its structure and the programmes being undertaken by the organizations.
- 2) For school teachers regarding quality of programmes organized by teachers' organizations, their impact, and also to know the shortcomings.

The tools were developed keeping in mind the objectives of the research. The questionnaire contains ten questions. Some of the questions require reflective thinking on the part of teachers when they have to answer to the various options given to them. The interview schedule for leaders / functionaries of organizations also contains 10 questions which aim to understand the structural functional aspect of the organizations and their commitments. Similarly interview schedule for school teacher, which has eight questions, aims to find out the changing trend of teachers organizations, their role in development of teachers and the problems faced by the teachers' members. For the finalization of the tools, they were shown to five experts in the field. After the modifications, the tools were administered and the required data was collected.

3.5 PROCEDURE OF DATA COLLECTION

The questionnaire was administered to school teachers who had undergone trainings organized by their state organizations or by the national organization. A total number of hundred teachers, which forms the sample for the present research were administered the questionnaire.

A structured interview schedule acted as the guideline to interact with functionaries/ leaders of the teachers' organizations to get the in depth information about the structure, function, role of teachers organizations. Similarly, an interview schedule formed the basis

of knowing the benefits of trainings conducted by teachers' organizations and the problems faced by teachers who underwent trainings organized by their organizations, especially the impact of the professional development programmes. Thus in the structured interview a set of predetermined questions were drafted for conducting personal interview. The questions were asked in the serial order as drafted and responses carefully recorded.

Apart from **structured interview** a flexibility of approach to questioning was also followed to supplement questions asked in structured interview. The interview technique for data collection was selected for this research due to following reasons.

- i. More information and that too in greater depth can be obtained.
- ii. The interview method can be made to yield an almost perfect sample of the general population.
- iii. Greater flexibility and opportunity to restructure questions is always there especially in the case of unstructured interviews.
- iv. Observation method can as well be applied to recording verbal answers to various questions.
- v. Personal information can as well be obtained easily under this method.
- vi. The interviewer can usually control which person(s) will answer the question.
- vii. The interviewer may catch the informant off guard and thus may secure the most spontaneous reactions than would be the case if mail questionnaire is used.
- viii. The language of the interview can be adapted to the ability or educational level of the person interviewed and as such misinterpretations concerning questions can be avoided.
- ix. Supplementary information about the respondent's personal characteristics and environment can also be collected which is often of great value in interpreting skills.

Thus for collecting the data regarding the impact of teacher's organizations on professional development of teachers, the title of the research, teachers were interviewed as well administered questionnaires. The respondents to these questionnaires primarily were teachers who attended / were attending professional development programmes. Other people interviewed were functionaries at national or international level associated with such programmes.

The primary data for the research was collected mainly through interviews of the functionaries of organizations and teachers. A questionnaire regarding the impact of professional development programme was also administered to teachers who attended programmes of professional development organized by teachers' organizations. They were also interviewed so as to get their frank views and to know in detail about the impact of such programmes on them- as a professional and as an individual.

For the secondary data, various publications of the organizations, reports of the programmes magazines, books, letters, and communication with international and other organizations were collected and studied. The internet was also searched to get the required relevant data.

3.6 ANALYSIS OF DATA

The analysis of collected data was done on two dimensions.

- i. Qualitative
- ii. Qualitative

The qualitative analysis of the data was done by giving statistical treatment preferably in terms of percentage. The qualitative analysis technique was used for interviews, responses to questionnaires and observations. The analysis have been interpreted followed by conclusions, implications and suggestions.

Based on the **case study method**, the national level teachers' organizations affiliated to education international (E.I.), and having their head office in Delhi were studied in detail, as separate case studies. The back ground of the formation of these organizations is briefly described in the following paragraphs.

The teachers in India organized themselves into groups called teacher's unions/ associations/ organizations in order to have a strong support mechanism regarding the redressal of their problems. These problems could be personal- related to job, general grievances of teachers, pay hike or other issues which hinder the normal functioning of their jobs as teachers. Slowly as they united and collectively raised their voices against issues of concern through structured organizations, their voices started getting heard.

Teachers' organizations through staging dharnas, going on hunger strikes, meeting the policy makers and presenting memorandums drew the attention of government as well as the general public.

Over the years, the general perception of teachers' organizations is that these groups of people are mainly concerned about pay hikes and other facilities related to their jobs. Very few people view them as members of an organization dedicated to the larger interest of education. Members of a teachers' organization are still seen as persons having political afflictions, good for nothing people who boss around and terrorize higher officials.

During the course of research, the investigator found that this image of teachers' organization and their members is not true. From an initial focus mainly on the status of teachers in terms of pay hike and other facilities, the leaders of teachers' organizations have come a long way. Looking at their contemporaries in the other parts of the world, they have re-organized their programmes and are focusing more on teacher development and other areas of education. The national organizations of school teachers in India got themselves affiliated with International organization so as to broaden their vision and learn through functioning of teacher organizations around the globe. The teacher members of these organizations also get the international exposure by attending conferences, seminars and meetings overseas.

The national level school teachers organizations affiliated to Education International (E.I) an International Confederation of Teachers' Organization namely

- 1) All India Primary Teachers Federation (A.I.P.T.F)
- 2) All India Secondary Teachers Federation (A.I.S.T.F)
- 3) All India Federation of Teachers Organization (A.I.F.T.O)
- 4) All India Federation of Educational Associations (A.I.F.E.A)

While the first three organizations mentioned above have their offices in Delhi, fourth organization namely A.I.F.E.A, one of the oldest teachers' organizations in India is based in Orissa. As per the delimitation of the research, only Delhi based national level school teachers organization are to be studied, therefore through the case study method, each of the organizations based in Delhi were studied in detail with the help of the developed tools.

The data was collected through interview of the leaders and teachers by administering questionnaire and interaction with them. Further secondary data collected by the investigator from official document, letters etc.

The findings about these organizations are described in detail as separate case studies.

3.6.1 CASE STUDY –I

ALL INDIA PRIMARY TEACHERS FEDERATION (A.I.P.T.F)

(Akhil Bhartiya Prathmik Shikshak Mahasangh)

The All India Primary Teachers Federation was established on 7th Jan 1954. At that time; one of the prominent teachers' organizations A.I.F.E.A had college and university teachers as its members. There was no separate organization of elementary teachers or primary teachers.

Acharya M. Donde, the then mayor of Maharashtra thought of forming a separate organization comprising only primary teachers as its members. The organization thus formed was named All India Primary Teachers' Federation, A.I.P.T.F. The first conference of this organization was held in Nagpur the same year. The news of conference being held was widely publicized in the local and national newspapers. This historical conference was opened and addressed by Sh. Jawahar Lal Nehru, the first Prime Minister of India. From then on, the annual or biennial conferences of the federation have always been inaugurated by the Prime Ministers of the country, whosoever they might be, or what ever their political persuasion. It has almost become a tradition with the organization.

In its embryonic stage, the A.I.P.T.F had started with just two to four state teachers' organizations as its affiliates. The 1959 Bombay conference was a landmark in the sense that primary teachers began to attend its conferences in increasing numbers from then on.

After the Gauhati conference of 1962 more and more state associations of Primary Teacher's began to affiliate themselves with A.I.P.T.F.

Its seventh conference was held at Patna in the year 1964. The leading economist and educationist of his time, Dr. V.K.R.V Rao inaugurated that conference and being moved by the vast congregation of primary teachers of the country in general and of Bihar in particular, he declared himself to be a member of this organization. The eighth conference was held at Hyderabad in the year 1968. Shri Brahmanand Reddy and Shri Ashok Mehta graced the conference.

Ninth Conference of A.I.P.T.F. was held at Jullundhar in Punjab in the year 1971. The then Union Education Minister, Shri Siddhartha Shankar Ray, addressed the conference.

The 10th Conference of A.I.P.T.F was held at Ram Lila Maidan in Delhi in the year 1975. The conference has a historical importance in the sense that A.I.P.T.F received all kind of physical, material and monetary assistance from the Union Government and N.C.E.R.T. Ms. Indira Gandhi, the then Prime Minister of India while addressing the conference went to the extent to say that she would like to entrust the entire management and administration of the Nation into the hands of teachers.

It was at the tenth conference at Delhi, that Shri Arun M.Donde made his debut in the All India Primary Teachers' Federation. He carried on the glorious tradition of his late father, Shri M.V.Donde, the founding father of the A.I.P.T.F.

The Eleventh Conference was held at the Bikrauli Maidan in Bombay from 25th to 27th February, 1977. The huge gathering of primary teachers from all over the country and the programmes carried out were so impressive that the B.B.C.London was compelled to admit that never before such an extraordinary rally of teachers was witnessed any where in the world.

Twelfth Conference was held from 14th to 15th April, 1979 as the Silver Jubilee Conference at Madras. The –then Prime Minister of the country, Shri Morarji Desai, inaugurated the conference and it was presided over by Sri P.C Chander, the Union Education Minister at that time.

The 13th Conference was held at the Talkatora stadium in Delhi in the year 1981. Late Prime Minister, Shrimati Indira Gandhi, addressing its inaugural session expressed the opinion that the A.I.P.T.F was the pillar of national unity and integrity and she exhorted the delegates to spread this message throughout the length and breadth of India.

The 14th Conference of A.I.P.T.F. was held at Patna from 3rd to 5th Januray, 1984 at Gandhi Maidan. Its inaugural session was held at the Moinul Haque Stadium, where near about 2 lakh primary teachers assembled to hear late Shrimati Indira Gandhi. Shrimati Sheila Kaul, Union State Education Minister, presided.

The 15th Conference of the All India Primary Teachers' Federation was held at Delhi from 31st March to 2nd April, 1986. It again was inaugurated by the young Prime Minister, Shri Rajeev Gandhi. Thus it has been a tradition with A.I.P.T.F. to get their conferences inaugurated by the Prime Ministers and attended by various ministers. All the conferences and important meetings of A.I.P.T.F were addressed & inspired by the prominent leaders of the country.

A.I.P.T.F grew from strength to strength and became the mass organization of teachers because of its singular devotion to the cause of primary education and primary teachers. It was because of this concern for better education and welfare of teachers that Ms. Indira Gandhi announced of constituting the Chattopadhyaya commission in the conference of 1975. From 70's to early 80's the focus of A.I.P.T.F was predominantly amelioration of teacher's grievances, better salaries and working conditions. A.I.P.T.F always stood by the side of primary teachers and supported the activities launched by its affiliate state organizations.

The A.I.P.T.F launched campaigns to bring about an improvement in the poor emoluments of teachers by inspiring its state affiliates, supporting their struggles, calling in on with concerned state authorities, mediating between the extremely reluctant striking teachers and the Government. The organization did everything possible with in its power to achieve its goal of improving the status of teachers' –social, economic and political.

In the year 1977, there was a proposal by the Government to remove education from the concurrent list and place it in the state list. As per the ideology of A.I.P.T.F, it advocated education as a subject of union list. The organization stirred the primary teachers of the country to thwart this unhealthy move after a good deal of protests through correspondence, articles in newspapers, delegations. The members of A.I.P.T.F staged a demonstration before the parliament. More than two lakh primary teachers from the farthest nook and corners of the country gathered before the parliament at the boat club on 12th Sept77. The demonstration was impressive and leaders from almost all political parties in the parliament addressed it. The voice of teachers was heard and appropriate action was taken.

At one point of time, one of the teacher leaders of Orissa went on 65 days hunger strike for the improvement in service conditions of teachers and against the take over of the primary education by the state Government. He protested on the lines of 'Satyagraha' by Gandhi Ji. This non-violent protest ended only when the leaders of A.I.P.T.F mediated between the state Govt. and the striking teacher. Such types of struggles where teachers suffered or school education as a whole suffered, A.I.P.T.F wholeheartedly supported the cause.

Moving towards International ties with teachers organizations of other countries, A.I.P.T.F. affiliated it self with WCOTP (world confederation of organizations of the teaching profession).

The first dignitary of the international teacher's movement to participate and address the conference of A.I.P.T.F was Ms. Maria Merchant of WCOTP at Kanpur in 1956. The organization ushered itself into the arena of the World Teachers Movement since then. In 1957 teachers delegation from the U.S.S.R participated in the Calcutta conference. On the invitation of U.S.S.R teachers, a delegation of five members of A.I.P.T.F visited U.S.S.R. The visit was sponsored by the Govt.of India.

At the same time, another international organization by the name IFFTU (International Federation of Free Teachers Union) was also having teachers' organizations of different countries as its affiliates. The ideology of WCOTP and IFFTU differed in the sense that WCOTP considered teachers as professionals where as IFFTU worked on the lines of

trade- unionism and teachers were regarded as workers or laborers who work for a wage. With the changing political scenario of the world and with the communist regimes getting a setback there was a restructuring of the teachers' movement at world level also. On 26th January 1993 WCOTP and IFFTU merged to form E.I (Education international) at a founding conference in Stockholm, Sweden.

A.I.P.T.F affiliated itself to E.I. The Asia Pacific Office of E.I is located at Kualalampur in Malaysia which looks after the programmes of its affiliates in India.

At present, A.I.P.T.F is a registered association according to the societies registration Act XXI of 1860. Vide No.14 of 1957-58 BSP (Labour) 23.11.1, 000-29-1956 AK. It has not been registered under trade union act or any other act. The organization is recognized by the central government and state governments of the country. The office of the Federation is located at the Akhil Bhartiya Shikshak Bhawan (now known as Jagdish Mishra Shikshak Bhawan) 41, Institutional Area, Pankha Road, Janakpuri, New Delhi-110058. Following constitute the office staff of A.I.P.T.F at the Delhi Headquarters at Jagdish Mishra Shikshak Bhawan, Janakpuri New Delhi.

| Sl.No | Post | Number |
|-------|-------------------------------|--------|
| 1. | Director | One |
| 2. | Co-coordinator | One |
| 3. | Assistant: Coordinator | One |
| 4. | Co- coordinator Women Network | One |
| 5. | Manager | One |
| 6. | Computer Operator | Two |
| 7. | Peon | Two |
| 8. | Night Guard | One |
| 9. | Part Time Accountant | One |
| 10. | Care Taker | One |
| 11. | Sweeper | One |
| 12. | Gardener | One |

The payment to functionaries enlisted from S. No. 1 to 6 is made through project funds. Other employees are paid by the AIPTF trust fund.

I. AIMS AND OBJECTIVES OF A.I.P.T.F

As per the constitution of the organization, the aims and objectives of the organization are enumerated as follows

- To make every effort to build the Nation by actively encouraging or participating in the economic, social, educational, political, mental, moral, and cultural development of the primary teachers and to make them socially and nationally conscious.
- To work selflessly for the economic, social, educational, cultural, physical, mental, moral and political development of the Primary Teachers all over India;
- To inculcate among the primary teachers a spirit of sacrifice and service to the cause of education and help them occupy their rightful place in the society;
- To work for the improvement of the educational system in accordance with the requirements of free India on the basis of a spirit of co-operation leading to self-sufficiency;
- To unite all teachers working in primary schools throughout India under one organization; to foster the spirit of brotherhood and co-operation among all the members of the profession;
- To safeguard and promote the rights and privileges of primary teachers on all matters relating to their employment and conditions of service and create consciousness about their duties and responsibilities;
- To co-operate with sister organizations inside India, and to seek co-operation with or affiliation to the organizations outside India on International basis which are working in line with our objectives;
- To make efforts for the adequate representation of primary teachers and their associations on such bodies and organizations as are concerned with primary education and primary teachers;
- To print and publish Journals, Reviews, Statistics and Writings and papers which are in the interest of the cause of education and to help the publication of books by individuals or Teachers' Organization;

- To receive grant, aid, donations, subscription or any other financial assistance from the Union or State Governments, public and other sources and to sanction and distribute grant or financial aid to Teachers' Associations, individual teachers or other persons and organizations;
- To sponsor or to hold courses or Training, Lectures, Conferences, Seminars and Exhibitions etc.;
- To help, spread of education among the illiterates or the semi literates through books, pictures, charts, motion pictures, visual aid methods etc., and to arrange for schools or Adult Education Centers for the purpose;
- To collect and maintain a library and museum of publications and materials of special interest to the primary teachers of India;
- To organize and hold debates and competitions and examinations and to award prizes, scholarships, certificates and grant other help to successful candidates in such competitions and examinations of Member Associations;
- To supervise and co- ordinate the activities of Member Associations;
- To prescribe rules for efficient conduct of Member Associations;
- To enter into any arrangement with the Government (Union or State) or other bodies for securing allocation of funds, grants- in -aid permanent / recurring, or aids or concessions for the benefit of the Federation;
- To secure and utilize concessions from Railways, Air Corporations, Steamship Companies and other authorities for travel, excursion, study tours, Annual or Special or other Conferences for the members of the Federation;
- To raise funds and administer the same for furtherance of the aims and objectives of the All India Primary Teachers' Federation;
- To invest the fund of the Federation in such securities as may form time to time be determined and to transfer such investments form time to time;

- To purchase or acquire land or building or other property or to take lease of land, building by private negotiation or by acquisition through Government, and own property of all kinds and to maintain, sell, lease, exchange, mortgage or otherwise dispose it;
- To construct, alter, purchase, lease and maintain any building or land which may be necessary or convenient for the purpose of the Federation;
- To raise and borrow money or bonds, mortgages, bills of exchange, promissory notes or other obligations or securities, or funds based upon all or any of the properties including the right of the Federation or without any security and upon such terms as the Federation may think fit, and to pay out of the Funds of the Federation all expenses or incidences to the raising of the money for the Federation including brokerage and commission;
- To communicate with the Union or State Governments; Municipal or Local authorities, School Boards, or Education Boards, Universities and any other authority in and outside India, and to obtain from any such Governments or authorities any rights and privileges and concessions which the All India Primary Teachers' Federation may think necessary in the interest of its work and to carry out, exercise and comply with any such arrangements and rights etc;
- To appoint on monthly salary or remuneration any such officers or assistants as the Federation may think necessary for carrying on its work;
- To work in co- operation with other Associations or sister organizations as would be considered necessary for the promotion of the activities of the Federation and;
- To do all such other things as may be conducive or incidental to the attainment of the objectives of the Federation or for the purpose of carrying on the programme of the Federation;
- The aims and objectives to be realized through ways and means adopted by the General Council, and the Working Committees of the Federation;
- The management of Federation shall be entrusted to the working Committee formed according to the rules framed by the General Council and according to the directions of the General Council.

II. STRUCTURE OF THE FEDERATION

The Structure of the organization shows that A.I.P.T.F is a homogeneous corporate body of the following

1. Components

- i. The affiliated State Organizations.
- ii. The Working Committee.
- iii. The General Council.

2. Patrons

- i. After the expiry of his terms of office, the President of the Federation becomes the Patron of the Federation if he is not removed from the office of his President ship by a vote of no confidence against him.
- ii. Any educationist who contributes to the Federation a sum of rupees not less than five thousand at a time is the patron of the Federation.

3. Membership of the Federation

- i. Life Membership: The outgoing President who automatically becomes Patron is declared to be the permanent member in General Council, working Committee of AIPTF for life.
- ii. Only such State Primary Teachers' Organization can be affiliated to the All India Primary Teachers' Federation, (A.I.P.T.F) who will pay an Annual affiliation fee of minimum rupees two thousand with 10,000 Membership per annum within the period fixed by the working Committee of the A.I.P.T.F. and which confirms to the aims and objectives, programmes and policies of the A.I.P.T.F.
- iii. In addition to the minimum of Rs.2, 000/- affiliation fee, every State Primary Teachers' Organization has to pay at the rate of 0.20 paisa per member for their entire membership.
- iv. The Secretary General can accept the affiliation fee after the expiry of the due date in consultation with the President of the Federation.
- v. No member of the state affiliate of the AIPTF and no state affiliate of the AIPTF can have any membership or affiliation to any other National or International Teachers or Educational Organization.

4. Representation of the State Organization

The State Organisation represents all the lower units under it in the All India Primary Teachers' Federation.

5. Composition of the General Council

Each affiliated State Organization is allowed to send the names of its representatives with their addresses to the Secretary General for Composition of the General Council, with the approval of its Working Committee, within the period fixed by the Working Committee of the All India Primary Teachers' Federation, at the following ratio

1. Up to ten thousand membership 5 General Council members and out of these 5 General Council members, one must be a lady teacher.
2. For each additional ten thousand membership one Council member is be allowed up to a maximum of 10 members. In any case the number of the General Council members from one state can not be more than ten in all. In the event of an affiliated state organization having ten members on the General Council; two out of such ten members must be lady teachers.
3. The out going President who is automatically the patron will be permanent member of the General Council.
4. Secretary General who has completed two terms is declared as General Council Member of AIPTF for two consecutive terms.
5. Two members (one male and one female) who are working teachers from two different states can be nominated by the President in consultation with the Secretary General.

6. Powers and Functions of the General Council

- i. To elect the office –bearers and the members of the Working Committee form among themselves.
- ii. To approve the Annual Budget.To work as the Subjects Committee of the biennial Conference.
- iii. To select the Auditor.

- iv. To approve the Annual Income and Expenditure on the report of the auditor.
- v. To approve the Annual Report of the Secretary General as accepted by the Working Committee.
- vi. To amend the Constitution.
- vii. To chalk out policies and programmes of the federation.
- viii. To constitute a Trust to take care of, safeguard, and manage the maintenance of the building, moveable and immovable properties entrusted to the Trust by the Federation.

7. Composition of the Working Committee

(A) Office Bearers

| S. No | Post | Number of Workers |
|--------------|--------------------------|--------------------------|
| 1 | President | one |
| 2 | Senior Vice President | one |
| 3 | Vice Presidents | five (one lady) |
| 4 | Secretary General | one |
| 5 | Deputy Secretary General | one |
| 6 | Secretaries | Five (one lady) |
| 7 | Organizing Secretaries | Two |
| 8 | Treasurer | one |
| 9 | Internal Auditors | Two |

(B) The Members

Besides the office bearers (except Auditors) the General Council elects one member of the working committee from each of the affiliated States from amongst the General Council members of that particular state.

- i. The out going President (Prior to this date or hereafter) who is automatically the patron will be the permanent member of the working committee of AIPTF.

- ii. The Secretary General completing two usual terms will be working committee member for two consecutive terms.
- iii. Two members (one male and one female) from working teachers from two different states will be nominated by the president in consultation with the Secretary General.
- iv. At least 33% representation of female members is essential for all the committee of AIPTF.

8. Powers and Functions of the Working Committee

- i. To keep a watch on the workings of the State Organizations.
- ii. To work for the realization of the aims and objectives of the Federation as set forth by the Constitution and to implement the resolutions of the Biennial Conference and the General Council.
- iii. To exercise control over the finance of the Federation.
- iv. To approve the Annual Report of the Secretary General and the Income and the Expenditure statements submitted by the Secretary General.
- v. To select a panel of five names for the post of President ship and for inauguration of the Biennial Committees.
- vi. To constitute the sub committees.
- vii. To approve the report of the sub committees.
- viii. To select and send representatives to the conferences of International Organizations.
- ix. To give consent to the bills of the President.
- x. To give affiliation to any one State Organization of the Primary teachers of a state this agrees to work in accordance with the provisions of the constitution of the A.I.P.T.F.
- xi. To give affiliation to one group of the affiliated State Organisation this unfortunately splits up in two or more groups.
- xii. To disaffiliate any State Organization affiliated to the A.I.P.T.F., if the State Organization disobeys the directives of or acts against the provisions of the Constitution and against the interests of the A.I.P.T.F.

9. Powers and Functions of the Office- Bearers

(A) *The President*

- i. To supervise over the working of the Federation.
- ii. To preside over the meetings of the Working Committee of the General Council and the Educational Seminars and conferences organized by the A.I.P.T.F.
- iii. To exercise his rights of casting vote in case of a tie. If the Secretary-General fails to call a meeting of the Working Committee or the General Council in due time, the President may convene a meeting of the Working Committee on receiving a requisition signed by at least seven members of the Working Committee or of the General Council signed by at least one fifth of the total membership of the General Council. In such cases the president will serve a notice on the Secretary – General to call the meeting of the Working Committee or the General Council, as the case may be, within seven days after the receipt of notice by the Secretary General. If the Secretary General again fails to comply with the president's notice, the President will himself convene the meeting of the Working Committee or the General Council, as the case may be, after fixing up the venue, date, time and agenda of the requisitioned meeting of the Working Committee or the General Council with a notice of the same to the Secretary General.
- iv. To give consent to the bills of the Secretary General.
- v. To finalize all the important works of the Secretary General if there is no time to call the meeting of the working Committee.
- vi. To obtain all such information from the Secretary General of the subjects on which it would be conducive to take steps in the interests of the Federation.
- vii. To sanction the expenditure if it exceeds the approved budget up to Rs.500/- (Rupees five hundred only) at a time.
- viii. To nominate two working teachers (one male and one female) from two different states in consultation with the Secretary General for General Council and working Committee.

(B) Senior Vice President

- i. To discharge all the functions of the President in his absence or on his instructions.
- ii. To help and make efforts to bring unaffiliated states to the fold of the A.I.P.T.F.

(C) Vice President

- i. To discharge all the functions of the Senior Vice President in his absence and / or any functions delegated by the President.

(D) The Secretary General

- i. To act and function as the Executive Head of the Federation and to transact all the business of the Federation.
- ii. To enter into contract, lease or any agreement for and on behalf of the A.I.P.T.F.
- iii. To be responsible for all the activities of the Federation.
- iv. To supervise over the activities of the affiliated state units and to make suggestions to them from time to time.
- v. To convene the meeting of the working Committee, the General Council and all seminars and conferences convened and organized by the A.I.P.T.F. and keep the records of the proceedings.
- vi. To keep an account of the income and expenditure and place it before the meeting of the Working Committee for its approval jointly with the Treasurer.
- vii. To pass all the bills and vouchers of all office –bearers other than that of the President and himself.
- viii. To perform all monetary transactions for and on behalf of the A.I.P.T.F.
- ix. To place the Annual Report and the Annual Income- Expenditure in the meeting of the Working Committee and the General Council of the Biennial Conference.

(E) Deputy Secretary General

- i. To perform all the functions of the Secretary General in his absence.
- ii. To assist the Secretary General in the working of the federation.

(F) Secretaries

To assist the Secretary General and the Deputy Secretary General in the working of the Federation.

(G) Organizing Secretaries

To assist the Secretary General in organizational matters.

(H) Treasurer

- i. To place the accounts of the Federation before the meetings of the working committees and General Council for their approval.
- ii. To withdraw money from the bank or banks along with the Secretary General or the President.

(I) Internal Auditors

To conduct internal audit of the federations' accounts before the accounts are sent to the Chartered Accountants.

(J) Elections of Office- Bearers

- i. The General Council elects office bearers at the biennial conference and the results are declared in the open session of the conference.
- ii. Vice Presidents and Secretaries are elected keeping in view the various regions, areas and states of the country.
- iii. If the post of any office bearer falls vacant due to any reason, then the working committee in its ordinary meeting shall fill in that post and the member so elected will hold the post during the remaining period of such tenure.
- iv. If for any reason the biennial conference is not held, then the working committee shall have the power to decide upon the election of the office bearers which may be conducted in the ordinary meeting of the General Council.

(K) Term of office bearers

- i. The term of office bearers will be of two years beginning from their election.
- ii. If the biennial conference is not held on time, then existing office bearers will continue to remain in office till the next election, which will be decided by the Working Committee.

- iii. No office bearers will be elected to the same post for more than three consecutive terms.

(L) Official year

The Official year of the Federation is from 1st of January to 31st of December each year.

(M) Meetings

- i. The Working Committee meets at least thrice a year and the General Council at least twice a year.
- ii. In the absence of the office- bearers who are authorized to preside over these meetings, the members assembled and providing the quorum for the meeting can elect any person from amongst themselves to preside over the meetings.
- iii. All the ordinary rules of the meeting procedure will be applicable to all the meetings of the A.I.P.T.F.

10. Quorum

- i. The quorum for the Working Committee meeting is ten members and for the General Council meeting is one fifth of its total strength.
- ii. In the absence of the quorum, the meeting can be held after half an hour and will consider and adopt only such resolutions as are on the agenda.

11. Properties and Funds

- i. Affiliation Fees.
- ii. Fifty percent of the savings of the Biennial Conference.
- iii. At any conference or seminar, any special kind of donation that the Federation might receive.
- iv. Delegation Fees of the Conference and Seminars.
- v. Miscellaneous receipts as:
 - a) The AIPTF can raise a loan with the explicit permission of the Working Committee by a special resolution.
 - b) All the money of the AIPTF is to be deposited in the Bank, as decided by the Working Committee.

- c) The account in the Bank can be operated by the joint signatures of the Treasurer and the Secretary- General or the President.
- d) The Secretary General is competent to keep one thousand rupees with himself for contingencies.

12. Reserve Funds

- i. At the end of each official year of the AIPTF, half of the amount as might be saved out of the income of the whole year is to be transferred to the Reserve Fund.
- ii. The money from the Reserve Fund can be spent only if the General Council decides to do so.

13. Vacancy

- i. Any member of the Working Committee or the General Council remaining absent without proper and adequate reason consecutively from three meetings will cease to be the member of the Working Committee or the General Council and Working Committee or the General Council, then, will elect another person in the vacancy so caused.
- ii. The vacancy in the Working Committee or the General Council, caused by any other reason will be filled in by the working committee or the General Council.
- iii. The working committee does have the power to expel any member from the Working Committee or the Federation, if his action or speech lowers and, damages the prestige of the Federation.

14. Removal of Difficulties or Doubts

The Constitution of the AIPTF can be amended only at the time of the meeting of the General Council if not less than two third of the members of the General Council present vote for it.

15. State Primary Teachers' Association

The State Primary Teachers' Association will have their own constitutions; which shall not be contrary to the aims and objectives of the A.I.P.T.F.

16. Annual Report from State Organizations

All the affiliated state organizations will send the following information to the Secretary – General by the 1st of January every year, to be included in the Annual Report of the Secretary General:

- i. Total Number of Members.
- ii. Report of the activities conducted during the year.
- iii. Income-Expenditure Report.
- iv. List of Assets and Liabilities.
- v. Any other information asked by the Secretary- General.

17. Biennial Conference of the Federation

- i. The time, place, venue and the distinguished guests of the biennial conference will be decided by the Working Committee after duly scrutinizing the invitations and the suggestions of the State Organizations.
- ii. The affiliated state organization which hosts the Biennial Conference will form the Reception Committee for the Conference after consulting the President and the Secretary- General, which will be responsible for the success of the conference.
- iii. If the affiliated state organization expresses its inability to hold the conference as previously agreed upon, then the Working Committee will have the power to make alternative arrangements.

18. Special Conference

- i. A Special conference for any reason or for the discussion of any topic or subject may be called by the working committee at any time.
- ii. For such a Special Conference, those rules of procedure and business will be applicable, which will be decided by the Working Committee.

19. Subjects Committee

- i. The Subjects Committee was consisted of the following a) Member of the General Council. b) Five members nominated by the Reception Committee.
- ii. The resolutions considered and passed by the Subjects Committee will be considered by the General Council.

- iii. A resolution defeated at the meeting of the Subjects Committee can be considered by General Council if it reaches the President with the signature of one third of the member of the General Council, at least two hours before the meeting of the General Council.
- iv. The resolutions passed by the General Council will be announced in the open session of the Conference, which does not have a right or power to pass any resolution.
- v. The president of the Federation will preside over the meeting of the Subjects Committee.

20. Notice of Meetings

The notice of the meeting of the Working Committee should be served fourteen clear days before the actual date and that of the General Council twenty one clear days before its meeting.

21. The inaugurator and the President of the Biennial Conference

The State Association and the Reception Committee will respectively send three and five names for each of the inaugurator and the President of A.I.P.T.F. Biennial Conference and the Working Committee of the Federation will finally select five names and will send them to the Reception Committee which will then serially write to them and obtain their consent to inaugurate and preside over the Biennial Conference.

22. At least 33% representation of women is essential in all the committees of AIPTF.

23. Suits and Legal proceedings

All Suits and Legal Proceedings by or against the A.I.P.T.F. shall be in the name of the Secretary- General and the Courts of Law either at Patna or New Delhi.

III. LIST OF STATE AFFILIATES ORGANIZATIONS OF AIPTF

Total number of 23 lakh members and 24 state level primary teachers' organizations of different states of India are affiliated to A.I.P.T.F. A list of states and the names of the organizations affiliated to AIPTF is given below:-

| State | Name of the affiliate organization |
|-----------------------|--|
| (1) Assam | Assam State Primary Teachers Association. |
| (2) Bihar | Bihar Rajya Prathamik Shikshak Sangh. |
| (3) Delhi | Akhil Delhi Prathamik Shikshak Sangh.(DPSS) |
| (4) Goa | Goa Rajya Prathamik Shikshak Sangh. |
| (5) Gujrat | Gujarat State Primary Teachers Federation. |
| (6) Haryana | Rajyakiya Prathamik Shikshak Sangh. |
| (7) Karnataka | Akhil Karnatka Prathamik Shikshak Sangh. |
| (8) Kerala | Kerala Aided Primary Teachers Association. |
| (9) Mizoram | Mizoram Primary Teachers Association. |
| (10) Maharastra | Akhil Maharastra Prathamik Shikshak Sangh |
| (11) Orissa | All Utkal Primary Teachers Federation. |
| (12) Punjab | Punjab Govt. Primary Teachers Association. |
| (13) Madya.Pradesh | Madya.Pradesh Prathamik Evam Poorva Madhyamik Shikshak Sangh. |
| (14) Rajasthan | Rajasthan Prathamik Shikshak Sangh. |
| (15) Tamilnadu | Tamilnadu Elementary school Teachers Federation. |
| (16) Uttranchal | Uttranchal Rajya Prathamik Shikshak Sangh. |
| (17) Uttar Pradesh | Uttar Pradesiah Prathamik Shikshak Sangh. |
| (18) W. Bengal | West Bengal Primary Teachers Association. |
| (19) Andhra Pradesh | Andhra Pradesh Primary Teachers Association. |
| (20) Himachal Pradesh | Himachal Pradesh Primary Teachers Federation. |
| (21) Meghalaya | All Meghalaya Elementary School Teachers Association. |
| (22) Chhattisgarh | Chhattisgarh Prathamik Evam Poorva Prathamik Shikshak Sangh. |
| (23) Manipur | Manipur Primary Teachers Association. |
| (24) Jharkand | Jharkand Rajya Prathamik Shikshak Sangh. |

After being affiliated to the international organizations, A.I.P.T.F started many developmental programmes to enhance the professional competence and general capabilities of their member teachers.

IV. MAJOR DEVELOPMENTAL PROGRAMMES CONDUCTED BY A.I.P.T.F

1. Teachers Organizational Development Programme (TOD)

When A.I.P.T.F affiliated itself to WCOTP, the focus of the organization widened. After having international exposure the leaders felt that there was a need to have systematic growth of the organization and apart from only concentrating on the grievances of teachers, their pay scales etc. their development both professional and organizational is also a responsibility of the teachers' organization. It was also felt that status of school teachers was declining in Indian society due to their lack of professional competence and exposure to changing trends in educational pedagogy. Being an affiliate of WCOTP, A.I.P.T.F leaders felt the need to start developmental programmes for school teachers.

Teachers organizational development programme (TOD) was thus started in 1990 in collaboration with Swedish Teacher's Organization and WCOTP. The aim of TOD programme was to develop the members of A.I.P.T.F and its state affiliates as democratic, independent strong individuals, who are free and frank yet determined human beings taking teachers professional organizations to a new height. In the beginning of the TOD programme Swedish resource persons trained the central leadership of A.I.P.T.F. the duration of the training was five days. The topics covered were

- 1) Status of Teachers- UNESCO/ILO recommendations.
- 2) Unions – Role and Responsibilities.
- 3) A.I.P.T.F – History, structure & achievements.
- 4) Introduction to WCOTP and other International Labor organizations.
- 5) Discrimination against women and the work field of women in teachers organizations. Leadership.
- 6) Decision making
- 7) Communication skills
- 8) Organization and conduction of meetings
- 9) Collective Bargaining
- 10) Handling member's grievances
- 11) Financial Management.

A.I.P.T.F had twenty one state level primary teachers organization as its affiliates when TOD programme was started in 1990. Once the central leadership was trained, state leadership was then trained by the central leadership. Some of the teachers were also sent to overseas training such as Union Educators course, sponsored by WCOT/ILO in early 90's. As TOD was being run under a project by the financial assistance of Swedish teacher's organizations, a project committee at the national level was also formed. A national project coordinator was thus appointed. The national committee guided the state project committees and assisted them in conducting the trainings in 1992. A booklet on study- material was also developed by the joint efforts of WCOTP and A.I.P.T.F. From time to time resource persons from WCOTP and Swedish teachers' organization (SFL and SL) trained the teachers at state level.

The TOD programme, which was started in 1990, is still continuing. There are now 24 state affiliates and in all the states, the programme is being run in order to train all the teacher at grass- root level. The content at the grass root level training is slightly different as it focuses mostly on the history of the organization, its struggle and benefits of joining an organization. The activities undertaken in various states are planned by the project committee according to the needs of the state. Predominantly two programmes are being held on a regular basis they are

- 1) Awareness programme.
- 2) Leadership training programme.

Awareness programme focuses mainly on making the teachers aware of the existence of the organization, its objectives and motivation of teachers to join the organization. This programme also aims at increasing the membership of the organization. Leadership training programme on the other hand prepares the rank and file of the organization for bigger roles. Specific skills are imparted to the participants in order to run the organization effectively, smoothly and in a responsible manner. Skills of collective bargaining, financial management and decision making form the core of such programmes.

2. Study –Circle

In 1993, another developmental project known by the name of **Study Circle** was also initiated in collaboration with **E.I./ Laraforbundet** known as **Laraforbundet Project**. **Laraforbundet** is the new name given to joint Swedish Teachers organizations (SL+SFL). This study circle programme is a kind of follow up of **TOD** programme. The procedure adopted is that the state affiliate of **A.I.P.T.F** selects a district under the project. Members from each block falling under the specific selected district are called at the district centre for the training. A group of 30 participants (member-teachers) then attend the six days training programme at the designated venue. This is called the training of conveners. These trained conveners then go back to their own blocks and constitute a group of 8-12 teachers which is known as study circle group. The members of the study circle are provided with the requisite study material which comprises of organizational study material, material on social issues and educational policy matters etc. on an average, 30% of the material provided is academic in nature. The frequency of these study circle meetings depends on the needs of its members. Generally, the members meet once or twice in a month and hold discussions on the provided study material. After critical discussions, recommendations, suggestions, amendments in the form of report are sent to the project co-ordination committee at the central office in Delhi. At present the study circle programme is going on the all the twenty four (24) state organizations affiliated to **A.I.P.T.F**.

The monitoring and evaluation of the programmes of **TOD** and study circle project is carried out by a team of professional from **E.I** and **A.I.P.T.F**. Quite often, the class room activities of the teachers who have attended these programmes are observed by teachers from Swedish teacher organization. As per the observations of project coordinator **A.I.P.T.F**, teachers who attend these programmes invariably become better teachers. They become more professional and punctual at their work place.

3. Professional Development Project (PDP)

The professional development project (**PDP**) taken up by **A.I.P.T.F** is based on a sound philosophy of the organization. According to the leadership of the organization the development of the Nation through developing human resources can not be attained

without education. Of all the stages of education primary education / basic education for the first five years of schooling is absolutely essential for everyone.

Basic Education for children is an indispensable passport to life that would enable people to choose what they do, to share in building the collective future and to continue to learn. Basic education is essential if inequity, both between the sexes and with in and between countries is to be successfully challenged (Delors 1996).

Taking responsibility of basic primary education in the country, the leaders of AIPTF feel that access to basic education, let alone the expectation of completing primary education is far from universal. This is evident from the fact that about one lakh habitations in our country do not have a primary school within one kilometer from the residence of the children. The children of these habitations are deprived of facilities of primary education for no fault of them. Reaching the un-reached does not necessarily mean increasing facilities for those who are living in habitation having no facilities for primary education. It would mean designing and developing new models and delivery systems in a concerted effort to ensure relevant, high quality basic education for every child. Declining quality of teaching in schools and the shortage of teachers in schools also adds to the problem.

Declining school quality in our country is a matter of serious concern. Learning achievement of pupils in primary grades in mathematics and language is grossly inadequate as revealed by the base line studies conducted by the N.C.E.R.T (Jangira et al.1994) and the NIEPA (Varghese, 1994). Appallingly high dropout rates, low learning achievement, high rate of pupil's absenteeism, low enrollment are some symptoms of the poor health of the country's education system.

Also, among the cause of the erosion in school quality are deterioration in teacher's quality, low morale and deteriorating teachers work life. Teachers turned out by teacher training institutions are by and large; under prepared for the tasks they are required to perform in school. Studies have revealed that teachers get reality shocks when they assume positions in school after completing their initial teacher training (Corcoran, 1981)

Classroom processes of the teacher are hardly appropriate. *Memorization and repetition are the hallmarks of the Indian Education. Further there is a dependence of teacher and the entire schooling system on text – books.* (The World Bank, 2003).

In their views, a sea change is needed in the teaching patterns of teacher and their classroom processes. For bringing about improvement in teacher's classroom processes, there is a need to determine teacher's need and to design appropriately **professional development programme** for them.

Generally the professional development programmes are taken care by the in service training imparted by school authorities or state education departments. *In service education is considered to be a key aspect of school improvement efforts.* (Sparks and Loucks – Horsley 1990). In service education stimulates the professional competence and development of teachers. This in turn improves their class- room processes. It not only fine tunes existing instructional skills and strategies of teachers, it also provides opportunities to them to master promising new instructional skills and strategies. It further stimulates and renews enthusiasm by combating teacher burnt out and stress.

Keeping all the above mentioned factors in mind, a careful assessment of the needs of the primary teachers was done by the organization. The professional development programme (PDP) was thus launched in 1995 by the all India Primary Teachers Federation (A.I.P.T.F) in collaboration with Canadian Teachers Federation (C.T.F), Saskatchewan Teachers Federation (STF) and Education International (E.I). The projects inter- alia aimed at building a co- operative, strategic relationship and strong ties among these partners.

A. The Main Objectives of the Professional Development Project (P.D.P)

- i. Set-up a professional development and Resource/ Research Centre within AIPTF;
- ii. Operate an in-service training programme for professional growth of primary school teachers of India;

- iii. Identify and model strategies that promote self assessment and goal setting as part of professional practice;
- iv. Identify the principles of leadership for effective schools;
- v. Identify principles for effective professional development;
- vi. Examine and practice at least two instructional strategies; and
- vii. Outline a framework for developing unit plans for classroom use.

The project is based on the following development and delivery principles

- i. Curriculum will be based on current research and literature.
- ii. The curriculum delivered will be sensitive to the needs and challenges expressed by participants.
- iii. The curriculum will be respectful, promoting the dignity of all people and encouraging fair play in all relationships.
- iv. The project will be reflective of adult learning principles.
- v. The project will promote teacher responsibility individually and collectively for teaching practice.
- vi. The project will promote teachers as leaders who demonstrate respect for individual learning differences.
- vii. The facilitators will model effective practices of shared leadership. "Community" building and effective teaching.

B. Training Process & Techniques.

Output ends of training are determined to a large extent by training inputs and training processes. Therefore, training inputs have to be suitable to expect appropriate dividends from training. Training design differs from state to state in the light of training needs of teachers. However, some of the common training inputs in training design of different states comprise the following process

- 1) Needs Assessment
- 2) Multiple Intelligence
- 3) Brain Storming
- 4) Concept Attainment Model
- 5) Cooperative Learning
- 6) Leadership Development
- 7) Mind Mapping

Training processes under Professional Development Project (PDP) are based on the principles of **adult learning**. This is because learning behavior of an adult is different from that of a child. Therefore, training methodology used under PD project is **experiential learning**. Training is provided to teachers through will thought out activities. Besides, problem centered rather than subject centered approach is followed in training teachers.

C. Adult Learning

Most adult educators recognize that adults and children learn differently because they are different. Knowles (1980) was among the first theorists to introduce andragogy into the field of adult education. He defined andragogy as the art of adult teaching. The term has since undergone much scrutiny and discussion by such adult education practitioners as Elias (1979), Hartree (1984), and Pratt (1984).

Nonetheless, andragogy is now widely accepted as a theory of adult learning a included in this theory are assumptions that as individuals mature, they become more self-directed, have many experiences that can be used as learning resources, learn for specific purposes, and want to apply what they learn immediately (Knowles, 1980). The roles and stage development of children and adults also affect instructional methods, programs, goals, and needs. Further, roles and stages of development are major factors of adult learning.

Adulthood encompasses many stages. Though adulthood is just one part of the life cycle. *It sees the individual pass through many stages in biological, psychological, and environmental terms* (Lovell, 1986,).

Many experts have articulated their understanding and views about adult stages, roles, and changes and tend to agree that the stages of adult development are somewhat standard. Kidd (1973), for example, asserted that adults go through developmental changes in which they become independent, seek and maintain forms of livelihood, select a mate, learn to live with a mate become and function as a parent, interact with the community and society, enlarge responsibilities as a citizen, accept changes in relationships of parents or children, prepare for retirement, find satisfactions in old age, and prepare for death.

General knowledge of stage development and adult roles is helpful to the adult educator.

A great deal of learning also takes place on the job without the help of formal learning situations. Knowles (1975) stated that self-directed learning occurs when individuals diagnose their learning needs, establish goals, identify resources, select learning activities, and evaluate their learning. Many faculty members, aware that they lack certain skills, involve themselves in independent reading and study project; they are self-directed learners. Self-directed learning does not mean that individuals are free from outside stimulus, but rather that individuals can construct their own learning environments with or without help from others. There is another dimension of self-directed learning that Brookfield (1986) identified as "internal change of consciousness." This concept refers to changes in perspective as a result of critical reflectivity about influences on behavior. Success or failure of a professional development effort may also depend on the perspectives of the participants. If participants understand that behavior is often based upon unexamined values, morals, and cultural constructs, and if they are willing to change their perspectives, the professional development effort may be more successful.

Educators can make concerted efforts to use materials that encourage self-directed learning. Faculty workshop can also include opportunities for independent study, and the overall professional development effort can include its recognition. Self-directed study can also receive the same merit or credit as formal learning courses.

The andragogical assumption that adults have a wealth of experience that can be used as a resource for learning is fundamental to the concept of experiential learning. Adults often define themselves based on the experiences that they have had.

Kidd (1973) stated that learning is dependent on prior experience, the nature of this experience, and its meaning, he reported that the following points are self-evident: adults have more experiences; adults have different kinds of experiences; and adult experiences are organized differently. Experiential learning opportunities also provide a broad base of

activities for those who are creative, imaginative, and energetic. Like self- directed learning, experiential learning activities should also receive appropriate merit and credit.

With the emphasis on adult learning methodologies. The **professional development project(PDP)** was launched by A.I.P.T.F in collaboration with E.I/ CTF/STF in 1995, with a view to fine-tune the teaching competencies of primary teachers. Since 1995, hundreds of primary teachers in a number of states have been provided training for their professional development. A brief report of the professional development programmes organized at the national level for the year 2004-2005 is given here based on the reports of the professional development project of A.I.P.T.F.

From 1995 the project of professional development (PDP) was in operation in the states of Uttaranchal, Jharkhand, Maharashtra, Andhra Pradesh, Bihar and Goa. Besides these states, three more states were added to this programme during the financial year 2004-05. Activities were conducted by the National Resource Centre at the national level and by the States Primary Teacher's Associations (Rajya Prathmik Shikshak Sanghs) in their states for the professional development of their teachers.

D. Main Themes of the Programmes

- 1) Development of personnel hygiene skills among pupils;
- 2) Up-gradation of content and methodology of teaching Hindi, Environmental Studies (Science) and Mathematics;
- 3) Strategies for raising level of achievement in primary grades.

In the afore said programmes, teachers from the states of Uttar Pradesh, Rajasthan, Himachal Pradesh, Delhi, Uttaranchal and Tamilnadu were benefited.

The details of training programme organized, its dates, and venue and the number of teachers trained is as under.

TABLE 3.1- Programmes Conducted at the National Level by the National Resource Centre.

| S.No. | Title of the Programme | Venue | Dates of the Programme | Number of participants who attended the programme | | |
|-------|---|------------------|-------------------------|---|----|----|
| | | | | M | F | T |
| 1. | Planning Meeting | AIPTF, New Delhi | 26-29 May, 04 | 21 | 1 | 22 |
| 2. | National Project Committee Meeting | AIPTF, New Delhi | 07-08 Jan, 04 | 11 | 3 | 14 |
| | | | 1-2 April, 05 | 11 | 2 | 13 |
| 3. | Visual Learning Training Course | AIPTF, New Delhi | 27-29 July, 04 | 20 | 8 | 28 |
| | | | 19-21 Dec, 04 | 22 | 7 | 29 |
| 4. | Panel Discussion on Development of Personal Hygiene skills | Jaipur | 18 Nov, 04 | 26 | 9 | 35 |
| 5. | Training Programme in Content and Methods of Teaching Hindi | AIPTF, New Delhi | 25-27 Nov, 04 | 25 | 5 | 30 |
| 6. | Lecture on Strategies for Raising Pupils Learning | AIPTF, New Delhi | 7 th Dec, 04 | 35 | 13 | 48 |
| 7. | Training in Content and Methods of Teaching Environmental Studies | Haridwar | 9 to 11 Mar, 05 | 14 | 16 | 30 |
| 8. | Training in Content and Methods of Teaching Mathematics | Tamilnadu | 21-23 Jan, 05 | 22 | 8 | 30 |
| 9. | Specialized Training Course | AIPTF, New Delhi | 28-30 Jan, 05 | 11 | 5 | 16 |

M –Male, F- Female, T- Total

A Specialized Training Programme for teachers already trained under Professional Development Project (PDP) was organized at the headquarters of All India Primary Teachers' Federation in Delhi. The objective of this specialized training programme was to further fine-tune competencies of teachers with regard to the use of innovative teaching strategies acquired by them earlier under PDP. The programme was organized from 28th to 30th January, 05. In this programme 16 participants from the states of Uttaranchal, Jharkhand, Maharashtra, Andhra Pradesh and Goa participated.

The training was imparted by Canadian experts – Mrs. Janet Layh and Mrs. Carol Ward. The teachers were trained in the following teaching strategies

- 1) Co- operative Learning
- 2) Mind Mapping
- 3) Concept Attainment Model
- 4) Multiple Intelligence
- 5) Brain Storming

Apart from the national level professional development programmes, more professional development programmes were also conducted by state Shishak Sanghs in the states of Uttranchal, Jharkhand, Maharashtra, Andhra Pradesh, and Goa. The tables below give the details of the programmes.

TABLE-3.2

Professional Development Programmes (PDP) Conducted by State Shikshak Sanghs

Uttaranchal

| S.No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|-------|---------------------------------|-----------------------------------|------------------------|------------------------|----|----|
| | | | | M | F | T |
| 1. | District Level Training Seminar | B.R.C Chamba, Tehri Garhwal | 17-20 Nov, 04 | 22 | 13 | 35 |
| | | B.R.C Bageshwar | 13-16 Dec, 04 | 11 | 15 | 36 |
| | | B.R.C Baharadabad Hardwar | 19-22 Jan, 05 | 17 | 18 | 35 |

Jharkhand

| S. No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|--------|---------------------------------|----------------------------------|------------------------|------------------------|----|----|
| | | | | M | F | T |
| 1. | District Level Training Seminar | Navin Arakshi M.S.Ranchi | 17-20 Aug, 04 | 23 | 12 | 35 |
| 2. | District Level Training Seminar | Hazaribagh | 18-21 Dec, 04 | 24 | 8 | 32 |
| 3. | District Level Training Seminar | B.R.C. Complex. West Sighbhum | 20-23 Dec, 04 | 26 | 9 | 35 |
| 4. | Evaluation Meeting | Ranchi | 21-22 Mar, 05 | 21 | 9 | 30 |

Andhra Pradesh

| S. No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|--------|---------------------------------|---------------------|------------------------|------------------------|----|----|
| | | | | M | F | T |
| 1. | District Level Training Seminar | Nalgonda, District | 06-09 Mar, 05 | 18 | 17 | 35 |
| | | Guntur | 03-06 April, 05 | 17 | 18 | 35 |
| 2. | Evaluation Meeting | APPTA, State office | 18-19 April, 05 | 16 | 14 | 30 |

Goa

| S. No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|--------|---------------------------------|---|------------------------|------------------------|----|----|
| | | | | M | F | T |
| 1. | District Level Training Seminar | Babay prabhu Memorial Hall, Ponda | 03-06 Nov, 04 | 7 | 28 | 35 |
| 2. | District Level Training Seminar | Sincro Hotal Fatorda Margo (South zone) | 06-09 Nov, 04 | 4 | 28 | 32 |
| 3. | District Level Training Seminar | Hotal Priti International Gawasawado Mapuca | 27-30 Dec, 04 | 14 | 20 | 34 |
| 4. | Evaluation Meeting | Hotal Atish, Farmagudi, Ponda | 27-28 Mar, 05 | 4 | 25 | 29 |

Maharashtra

| S. No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|--------|---------------------------------|-----------------------------|------------------------|------------------------|----|----|
| | | | | M | F | T |
| 1. | District Level Training Seminar | Govt. polytechnic. Amravati | 22-25 Nov, 04 | 19 | 16 | 35 |

Maharashtra Prathmik Shikshak Sangh was not able to organize more professional development Seminars because the Government of Maharashtra had directed Akhil Maharashtra Prathmik Shikshak Sangh not to organize any in service training programme for teachers. Further, the state Government had increased working hours of teachers up to 8 hours a day. Teachers were also required to work even on Sundays and public holidays. No teacher was allowed to proceed on leave except on medical grounds. The Government had taken these steps to improve pupils' enrolment, retention and their learning achievement. As three more states- Rajasthan, Himachal Pradesh and Haryana were added under the PDP during the year 2004-05; there was a need of training the resource persons. Thus developmental programmes to train resource persons were held.

The details of the training of Resource Persons along with the details of planning and awareness meetings conducted are given below in tabular form.

TABLE 3.3

Details of Resource Persons Training, Planning and Awareness Meetings.

Rajasthan

| S. No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|--------|------------------------------|--------|------------------------|------------------------|----|----|
| | | | | M | F | T |
| 1. | Training of Resource Persons | Jaipur | 09-15 Feb, 05 | 25 | 16 | 41 |

Himachal Pradesh

| S. No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|--------|--------------------------------|--------|------------------------|------------------------|---|----|
| | | | | M | F | T |
| 1. | Planning Cum-Awareness Meeting | Manali | 19-21 Jan, 05 | 7 | 3 | 10 |
| 2. | Training of Resource persons | Manali | 31 Jan to 6 Feb.05 | 7 | 3 | 10 |

Haryana

| S. No. | Title of the Programme | Venue | Dates of the Programme | Number of Participants | | |
|--------|------------------------------|-----------|-------------------------------|------------------------|----|----|
| | | | | M | F | T |
| 1. | Project Committee Meeting | Hissar | 7 Feb, 05 | 7 | 3 | 10 |
| | | New Delhi | 30 Mar.05 | 6 | 3 | 9 |
| 2. | Planning & Awareness Meeting | Hissar | 8-10 Feb, 05 | 20 | 5 | 25 |
| 3. | Training of Resource Persons | Hissar | 14-15 Feb, 05 & 22-26 Feb, 05 | 37 | 12 | 49 |

Resource persons training was imparted to primary teachers at Manali(Himachal Pradesh), Jaipur (Rajasthan) and Hissar (Haryana). At Manali, training was imparted to teachers from 31st January to 6th February, 05. The main objective of the training was to fine- tune participants' teaching competencies by adding to their repertoire a few more teaching strategies. This professional development of teachers was aimed to improve their classroom processes which in turn would lead to improvement in their pupils learning achievement. Another objective of the training was to create a body of resource persons who would train teachers at the district and the block level in their own state. This would facilitate improvement in classroom processes of all the primary teachers in the state over a period of time.

E. Evaluation of Professional Development Project Based on the Reports of Evaluation Meetings Conducted by A.I.P.T.F.

The leaders of A.I.P.T.F and the coordinator PDP felt that a considerable amount of time, money and energy is being invested into professional development of teachers under professional development project. There was thus a need to determine the impact of training on classroom processes of teachers at their workplace. This meant that, there was a need to determine as to how much skills acquired through the training were being transferred into the work situation of teachers. Transfer of training is defined as the degree to which the knowledge and skills acquired by training are effectively applied in the workplace.

A widely accepted model to determine the effectiveness of training is Kirkpatrick's model of training evaluation criteria (Kirkpatrick, 1987). This model proposes four levels of training evaluation criteria

- 1) Reactions
- 2) Learning
- 3) Behavior
- 4) Result

Under professional Development Project, evaluation meetings are an integral part of the Project. Each state, in which the training of teachers is organized, is required to organize an evaluation meeting every year. To determine the impact of the Professional Development Project, evaluation reports of a few evaluation meetings organized in different states were studied. Based on the reactions of the participating teachers in these evaluation meetings, benefits flowing to teachers as a result of their training under Professional Development Project were highlighted. The evaluation of the professional development project has thus been made on the basis of teachers' own perceptions. The impact of the project has not been studied in terms of changes in teachers' classroom processes as well as gain in pupils' learning achievement. The table given below shows the names of the states and the year in which some of the evaluation meetings were organized.

TABLE 3.4
Evaluation Meetings Held in Different States

| S.No. | Names of the States | Duration of the evaluation meetings | Dates of the evaluation meetings was organized | Number of teachers participated in the evaluation meeting |
|-------|---------------------|-------------------------------------|--|---|
| 1. | Tamilnadu | 2 days | 18-19 May, 2001 | 30 |
| 2. | Kerala | 2 days | 27-28 May, 2001 | 30 |
| 3. | Assam | 2 days | i) 7-8 June, 2001 ii) 16-17 May, 2001 | 30 30 |
| 4. | Orissa | 2 days | i) 1 st May 1 st June, 2001 ii) 23-24 March, 2003 | 30 |
| 5. | West Bengal | 2 days | 2-3 June, 2001 | 30 |
| 6. | Uttar Pradesh | 2 days | 7-8 March, 2003 | 30 |
| 7. | Uttaranchal | 2 days | 5-6 Nov, 2004 | 24 |
| 8. | Goa | 2 days | 27-28 March, 2005 | 29 |

Reports of these evaluation meetings were studied with special reference to the gains flowing to teachers, problems being encountered by them in implementing Professional Development activities in their schools and suggestions made by them to improve the effectiveness of professional development project are highlighted in the succeeding paragraphs.

More than eighty percent of teachers who participated in Evaluation meetings organized in the states of **Tamil Nadu, Kerala, Assam, Orissa, West Bengal, Uttar Pradesh, and Uttaranchal** reported that they perceived a change in their behavior due to their training under *Professional Development Project* :- a joint venture of **AIPTE, EI, CTF, and STF**. The highest percentage i.e. 90% of such teachers belonged to the state of Kerala and the lowest i.e. 70% to West Bengal. In Goa, almost hundred percent teachers expressed that because of training under **PDP** there was a substantial positive change in their classroom processes.

They further expressed that they are using almost all the teaching strategies/ approaches acquired by them under **Professional Development Project**. These respondents in all these states reported the areas in which they perceived change in their behavior.

- i. The training influenced substantially their attitude towards their students. They are now providing parental care to their students and they have developed ethics of child care.
- ii. They started organizing co-operative learning situations and group learning activities in their schools, and also adopted interactive approaches to teaching. They expressed that they have incorporated these approaches into their repertoire.
- iii. The training enhanced their self- confidence and their self-esteem. They exercise more patience in dealing with students now.
- iv. The teachers revealed that the techniques of brain storming and problem solving are useful. They are now using them in their day to day teaching in the classroom. These stimulate their learners to think creatively.

- v. Innovative teaching strategies learnt by them in the training programme have helped them to generate a conducive learning climate in the classroom.
- vi. The importance of communication including body language, silence and other nonverbal/ extra-verbal cues stressed in the training programme, proved very useful to them in improving their teaching learning process in the classroom.
- vii. The training sensitized them to a great extent about professional ethics and accountability.
- viii. Almost all the participating teachers in the evaluation meeting in Uttarnachal reported that the training increased their learning desire. The training also strengthened their bond with their students.
- ix. About 90% of the participants reported that innovative methods of teaching are well received by their students. Their response is overwhelming. They enjoy group and co-operative learning activities. They take keen interest and participate actively in brain storming and problem solving activities.
- x. About 9 to 17% of the teachers in some states who underwent training under Professional Development Project by AIPTF did not have any opportunity to attend departmental in service education and training to update their knowledge and to fine- tune the teaching competencies after joining the post as a teacher. PD project provided an opportunity to them to equip themselves with certain innovative teaching strategies.

Kerala and Orissa Rajya Prathmik Shikshak Sangh reported that the Professional Development Project has been immensely beneficial to their teachers, students and the education department. The president of Orissa Prathmik Shishak Sangh informed the AIPTF office that the state Government has obtained from them a list of teachers trained under PDP in their state. These teachers are now being used as resource persons by the Education Department of the state in their training programmes being organized at the Block level.

The Education Department of Government of Uttaranchal also appreciated the in service training of primary teachers under professional development programme. The department is incorporating some components of PD project into the training design/ curriculum for in-service education of Primary teachers of the entire state. The services of teachers trained under PD project would be used to transact these components.

The Education Department, Government of Goa state appreciated the quality of training imparted to primary teachers under P.D. Project. They expressed their willingness to include some components of P.D. Project into their training curriculum to be designed in near future for training primary teachers under Sarva Shiksha Abhiyan.

Members of the Project Committee in states in which the Professional Development Project has been implemented or is in operation have clearly mentioned that the Professional Development Project has been beneficial to teachers, students, and educational authorities. They have specified that students are getting opportunities to learn in joyful environment. It is beneficial to teachers as it enhances their knowledge and fine-tunes their teaching competencies. It also unites teachers and improves their self image. It is beneficial to the Education Department as PD Project is supplementing their endeavors to provide recurrent in service training to primary teachers in the state.

Apart from application and benefits received through P.D programmes, some impediments were reported while implementing the learnt skills in schools. Apart from the feedback from the evaluation meetings and the analysis based on them, a reaction scale was also developed by the coordinator, PDP, to determine the effectiveness of specialized training imparted to teachers. The scale had 14 items on different aspects of training. A five point scale was used to determine participant's reactions. The points on the scale were- long from Not at all, to some extent, to an average extent, to a large extent, and to a great extent. The participants were requested to encircle the point which reflected their assessment with regard to the different aspects of the specialized training. Out of 16 participants, twelve participants (75%) expressed that they were benefited to a great extent (highest point on the rating scale) by the specialized training imparted by Canadian experts. The rest of the

participants (25%) expressed that they were benefited to the large extent. The data reflected that the specialized training was very effective. The contributing factor for the effectiveness of training could be the appropriateness of the training methodology used by the experts. 80% of the respondents mentioned that the training methodology was the most appropriate. The remaining 20 percent expressed that it was appropriate to a large extent. Further, more 80 percent of the respondents expressed that they had internalized the process of organizing workshops for the professional development of teachers to a great extent. The rest 20 percent mentioned that they have internalized the process to a large extent. The participants further expressed that they will be able to use more effectively the teaching strategies in their classroom for transacting the curriculum. The percentage of teachers, who would use different strategies in their class rooms, is given below:-

| | | |
|----|--------------------------|-------|
| 1. | Co- operative learning | 87.5% |
| 2. | Mind Mapping | 62.5% |
| 3. | Concept Attainment Model | 81.2% |
| 4. | Multiple Intelligence | 50% |
| 5. | Brain Storming | 87.5% |

To determine the effectiveness of resource persons training, a reaction scale was developed by the organization. The points on the scale were

- a) Not at all
- b) To some extent
- c) To an average extent
- d) To a large extent
- e) To a great extent.

After the training programme was over, reaction scale was administered to the participants. Thereafter the data was analyzed and their reactions to main items of the scale were analyzed. Out of 34 participants who were administered the reaction scale twenty five (73.5%) participants expressed that they were benefited by the training programme to a great extent (highest point on the reaction scale). Six (17.6%) participants expressed that

they were benefited to a large extent. The rest (8.9%) reacted that they were benefited to an average extent. Participants were asked to mention as to which of the teaching strategies / approaches they would be able to use in their classroom. For transacting the curriculum. Their responses are depicted in the table below.

TABLE 3.5
Teachers' Attitude to Use the Learnt Teaching Strategies

| S.No. | Number and percentage of teachers | Teaching strategy/ approach |
|-------|-----------------------------------|-----------------------------|
| 1. | 32 (94.1%) | Co-operative learning |
| 2. | 24 (70.6%) | Mind Mapping |
| 3. | 21 (61.8%) | Brain Storming |
| 4. | 14 (88.2%) | Concept Attainment Strategy |
| 5. | 7 (20.6%) | Multiple Intelligence |

The data reflected participants' attitude to use the learnt teaching strategies / approaches for transacting the curriculum in their classroom. Other observations regarding the programme were

- i. Hundred percent of the participants reported that the training methodology used by the trainers- Canadian experts was appropriate. However, 25 (73.5%) participants expressed that it was appropriate to a great extent. Eight (23.5%) participants expressed its appropriateness to a large extent and the rest (3%) to an average extent.

- ii. Fifteen (44.1%) participants reported that they have internalized to a great extent the process of organizing the training programme under PDP for professional development of teachers. Fourteen (42.2%) reported that they have internalized the process to a large extent and the rest (14.7%) to an average extent.
- iii. Twenty four (70.6%) participants reported that they have followed the principles of adult learning to a great extent and eight (23.5%) to large extent and the remaining two (5.9%) to an average / some extent.

How ever, the participants made some suggestions for the betterment of the training programme in future. The suggestions were

- i. A few CD's depicting classroom teaching situation/ episodes in Canadian classrooms at the primary level need to be shown to participants in these training programmes. This would facilitate internalization of innovative teaching strategies on the part of the participants.
- ii. Multi-grade teaching should be a component of the training design/ curriculum.
- iii. Specific learning material for resource persons need to be developed and provided to trainees.
- iv. More training programmes at the district/ block level need to be organized.

F. Difficulties Being Experienced by Teachers in Organizing Innovative Activities in Their School (At National Level)

Teachers reported some problems being faced by them in their schools while implementing the innovative strategies learnt under PDP. Analysis of their responses is as follows

- i. About 15 to 30% of the teachers trained under PDP in different states reported that they are not getting co-operation from their head-teachers. Lack of support and encouragement from their head-teachers demotivates them to organize activities such as co-operative learning, group learning, brain storming, problem solving

etc. some of these teachers further reported that their head teachers are not co-operating because they do not fully understand the operation of the said activities and their importance in influencing pupils' learning achievement. They also expressed that their head teachers do not feel comfortable to learn about the said activities from their juniors. Some head teachers think that the implementation of PDP activities in their school might adversely affect their academic supremacy. Further they are apprehensive that implementation may cause administrative difficulties / problems.

- ii. Some teachers reported that poor infrastructure facilities were standing in their way to organize the said activities in their schools. For instance 28.3% of the participants in Orissa reported that lack of space is one of the reasons which restrict them to try these activities in their schools. Besides, lack of teaching material also impedes their endeavors in this regard. A good percentage of teachers in Uttarakhand also reported that inadequacy of rooms in the schools is an insurmountable problem for organizing Professional Development activities in the schools.
- iii. About 20% of the teachers in different states reported that their education officers do not show any concern for PDP activities in their schools. In Uttarakhand only 3% of the teachers reported that their Education officers do not cooperate with them in implementing PDP activities in their classroom. They do not perceive a good image of the teachers who are members of one or the other teachers union/ organization, Thus these officers do not appreciate such programmes they are more concerned with the coverage of syllabus rather than the benefits which may flow to students from the organization of innovative activities.
- iv. Lack of co-operation and support of co-workers was also cited by teachers as another problem / difficulty in implementing the said innovative activities in schools. One of the reasons for their non-co-operative attitude is that those co-workers who belong to the rival union do not like these activities and rather oppose them. Another reason is that senior co-workers, who did not get training

under PDP, oppose these activities and they do not want to learn about them from their juniors.

- v. High pupil-teacher ratio in primary schools was also cited as another impediment in the way of institutionalizing the said innovative activities in schools.
- vi. Team development model, career stages of teachers, were the activities which did not impress them at all.
- vii. Participants reported that the training material provided to them during training was adequate. However about 15 percent of the participants reported that translated version of the training material in regional language –e.g. Malyalam, Tamil, Assamese, Bengali and Hindi needed some improvement as certain concepts were not clear.
- viii. Lack of cooperation from students was also cited as a hurdle to implement PDP activities in schools.
- ix. One of the drawbacks of the PD Project is that programmes are being organized only at the district level. Unless the PD programmes are organized at the block level, grass-root levels can not be touched.
- x. A good percentage of teachers who underwent training at the district level in different states were not satisfied with one short training provided to them by the AIPTF under PDP. They desire the training to be recurrent i.e. to be provided periodically. “Changing instructional practices involves confusion, self doubts, and temporary setbacks. New procedures for daily work and other uncertainly arousing events.
- xi. About 50% of the trainees reported that the duration of training at district level was inadequate. They desire it to be increased by a day or two with a view to provide them more time for discussion and practicing of the learnt approaches and their internalization. This was evident from the responses of the teachers in evaluation meetings. The desire to change the duration of the training from 3 days to longer period of time was expressed by teachers from different states.

TABLE 3.6
Adequate Duration of PDP as Expressed by Different State Affiliates

| S. No. | Name of the State | Number of teachers who participated in the evaluation meeting | Percentage of teachers who expressed that the duration of training was | | Duration of training programme recommended |
|--------|-------------------|---|--|------------|--|
| | | | Adequate | Inadequate | |
| 1. | Tamilnadu | 30 | 73 | 27 | 4 days |
| 2. | Kerala | 30 | 42 | 58 | 6 days |
| 3. | Assam | 30 | 53 | 47 | 7 days |
| 4. | Orissa | 30 | 40 | 60 | 6 days |
| 5. | West Bengal | 30 | 40 | 60 | 6 days |
| 6. | Uttar Pradesh | 24 | 42 | 58 | 6 days |
| 7. | Goa | 29 | 20 | 80 | 6-8 days |
| 8. | Uttaranchal | 24 | 40 | 60 | More than 4 days |

Also expressed were the following views

- i. Resource persons should use more effectively adult learning approaches for transacting different themes/ concepts in the training sessions at the district level.
- ii. Since the program at the district level had been very useful to them, the participants suggested that more programmes need to be conducted to cover a greater number of teachers. Further they suggested that programmes may be conducted at the block level too.
- iii. Participants reported that some concept in translated version of the training material in regional language is not clear. English equivalents for important words could be given in brackets also. More pictorial illustrations could be given.

The leaders of A.I.P.T.F. and project coordinator PDP pondered upon all the suggestions given by the state affiliates and held discussions on **future plan of action**. Looking into the growth of PDP in the year 2004-2005, which was in operation in the states of Maharashtra, Uttaranchal, Goa, Jharkhand, Bihar, Andhra Pradesh, Rajasthan, Himachal Pradesh and Haryana. The state of Mizoram could not be covered as AIPTF did not get protective area permit for Canadian experts from the Department of Home, Govt. of Mizoram.

During 2005-06, PDP continued to be in operation in the states of Uttaranchal, Goa, Jharkhand, Andhra Pradesh, Maharashtra, Rajasthan, Himachal Pradesh and Haryana.

During 2006-07, Uttaranchal and Maharashtra will be phased out. The project would continue to be in operation in the state of Goa, Jharkhand, Andhra Pradesh, Rajasthan,

Himachal Pradesh and Haryana. Besides, the project would be in operation in three states in which it was launched during 2005-06. These states are Mizoram, Madhya Pradesh and Punjab. During this year, a research study has been planned and will be executed with a view to determining the impact of the Professional Development Project on class room

process of teachers trained under the professional Development Project. The project proposal for conducting the study has been developed and is being sent along with budget estimates for the year 2006-07 for perusal and approval of the CTF/ STF. Further four Specialized Training Programmes are proposed to be conducted.

During 2007-08, Jharkhand Goa & Andhra Pradesh would be phased out. The project would be in operation in the state of Haryana, Rajasthan, Himachal Pradesh, Mizoram, Punjab and Madhya Pradesh. The research study specified in the preceding para would be launched in other four states. Besides a Review meeting for three days is proposed to be organized. The findings of the research study conducted during 2006-07 would be placed before the representatives from CTF/ STF and representatives of the affiliates of the Federation. The objective of the meeting is to devise futuristic action plan with regard to the professional development of teaches in India in the light of the findings of the study. Strategies to reach out those teachers who have not been influenced by PDP project directly or indirectly would be discussed. Top functionaries and experts from CTF/STF would participate in this National Level Review Meeting to steer and guide the deliberations. Besides it is proposed to conduct four Specialized Training programmes for the benefit of the teachers.

During 2006-07, and 2008-09, it has been proposed to organize four specialized training programmes. In these programmes, teachers already trained under PDP would be provided advance training to enhance knowledge and to fine-tune their instructional strategies which they acquired from PDP training. The number of specialized programme has been increased because the duration of specialized programme is form three to four days. This would provide better learning experiences to teachers to internalize the innovative teaching strategies. The need for increasing the duration of specialized training form three four days was also expressed by participants who underwent specialized training at Delhi from 28-30 January, 2005.

4. Sensitization about 'Right to Education Bill 2005'

Another important programme on which AIPTF presently is working is to sensitize leaders and teachers about the '**Right to Education Bill 2005**'. In 2002, constitution was amended and right to education became a fundamental right.

AIPTF leadership feels that certain provisions of the bill are against the interests of teachers. A conference on Right to Education Bill 2005 was organized at the Delhi headquarters of AIPTF from 22nd to 24th June 2006. A brief report along with context and deliberations held during the conference was studied by the investigator. The conference reflected on the issues and concerns about elementary education in India with a back drop of its gradual growth over the years.

The All India Primary Teachers' Federation has made significant endeavors to exert pressure on the Govt. of India to enact a law to make elementary Education a Fundamental Right. Of these the most significant was four Yatras. The objective of these yatras was to generate awareness about the need of Education for All among students, teachers, parents, teachers' associations, community leaders, panchayat members, political leaders, NGOs etc. These yatras originated from:- Attari border in Punjab, Motihari in Bihar, Chennai in Tamilnadu and Guwahati in Assam culminated at Bangalore on 18th October, 2002. Thousands of teachers, students, parents, community leaders participated in these yatras. Besides a number of Members of Legislative Assemblies (MLAs), Chief Minister and Education Ministers of different states and Members of Parliament (MPs) participated in these Yatras.

At the end of the yatras, National Level Biennial Conference was organized at Bangalore by the AIPTF on 19th -20th October, 2002. The theme of the Conference was "**Stop Child Labour and Provide Education for All**". In this conference, more than 50,000 teachers participated from all over the country.

In 2002 the Indian Parliament amended the Indian Constitution. The 86th Constitutional amendment in 2002 has provided free and compulsory education to all children in the age group 6 to 14 years as a Fundamental Right under Article 21A of the Constitution, in such

manner as the State may, by law, determine. To operationalise the Fundamental Right to Education Act, the Govt. has prepared a draft of an act- **Right to Education Bill, 2005**. It plans to place the Bill before the Indian Parliament for its passing. The Bill has undergone a revision a number of times. All India Primary Teachers' Federation studied the Bill and suggested suitable modifications in it. The Government of India accepted some of these suggestions and modified the Bill accordingly. The present form of the Bill has a number of provisions which are derogatory to the interests of Teachers. As such, the Federation planned to discuss the Bill with the General Secretaries and Presidents of State Primary Teachers Association and to identify provisions which are against the interests of primary teachers and to protest to the Govt. of India, state Govt. against these unjust provisions of the Bill.

The Federation approached the Education International (EI) and apprised them that the Government of India has developed a Bill known as Right to Education Bill -2005. In this Bill, there are provisions which are against the interests of the teachers. The Federation requested the EI to allocate funds for organizing a National Conference to identify these provisions so that the Government of India is approached to modify these provisions. The EI accepted the request of the AIPTF and allocated the requisite funds.

The Federation organized the Conference at Jagdish Mishra Bhawan for three days from 22nd to 24th June, 2006. In this Conference 51 members of the Federation participated. The main objectives of the Conference were as specified below.

The main objectives of the Conference were

- i. Sensitize Presidents and General Secretaries of all state primary teachers associations, office bearers of the Federation and members of the Executive Council regarding different provisions of the Right to Education Bill, 2005;
- ii. Identify provisions of the Bill derogatory to the interests of primary teachers and pupils; and
- iii. To formulate plan of action to exert pressure on the Govt. of India to make necessary modifications in the Bill.

After the discussions, the members suggested modifications in the Right to Education Bill 2005.

Modifications Required in the Right to Education Bill-2005

After discussing the Bill section by section, there was a consensus among the participants that the following provisions of the Bill are against the interests of teachers. The All India Primary Teachers' Federation and its state affiliates must oppose these provisions and exert pressure on the Government of India to modify them. Further it was suggested by participants that we need to be precise in our reactions towards unjust provisions of the Bill. We must specify precisely as to what we want against these provisions.

The following modifications were made

Table-3.7
Modification in Right to Education Bill-2005

| Provisions in the Bill | Modifications Required |
|--|---|
| Section 22. School Management Committees | |
| 3Physical assets of every state school, including its building, appurtenant land and fixtures and all equipment and furniture etc. shall be transferred by the concerned government/ local authority to the SMC within three months of its constitution under this Act, subject to such terms, conditions And restrictions, and in such manner. As many be prescribed. | . Physical assets of very state school would continue to be with appropriate government / local authority |
| 4. (iv) School Management Committee would disburse salary to teachers from the grants received for the purpose from the appropriate government/ local authority and to deduct payment of salary For the period of unauthorized absence. If Any in such manner as decided by the SMC | 4. (iv) The disbursement of salary to teachers would continue to be made by the appropriate Government/ local authority. The powers to Deduct payment of salary for the period of Unauthorized absence if any will be with. The Education Department. |
| 4. (v) School Management Committee would utilize other grants received form the appropriate government local authority or any other source for the upkeep and development of the school in accordance with the terms of such grant and the rules made in that behalf | 4. (v) The School Management Committee would receive grant from the appropriate government authority only for the upkeep and development, of the school, in accordance with the terms of such grant and the rules made in that behalf. |

| 23. Teachers of State School to be a School Based Cadre | |
|---|---|
| <p>23. (1) After the Commencement of this Act teachers in state schools, except in state schools of specified categories, shall be appointed for a specific school by such local authority or SMC as may be notified by the appropriate government, and shall not be transferred there from;</p> | <p>23. (1) After the Commencement of this Act teachers in State schools, except in State schools of specified categories, shall be appointed by the appropriate govt. / local authority. They will be placed in the same cadre in which the state school teachers are there presently. Transfers from one school to other school would be permissible as per needs of teachers.</p> |
| <p>23. (3) All teachers already serving at the commencement of this Act, in State schools, except in state schools of specified categories, shall be permanently assigned to a specific state school in accordance with such procedure as may be prescribed within a period not exceeding two years from the commencement of this Act, and shall then not be transferred from the school so assigned.</p> | <p>23. (3) All teachers already serving at the commencement of this Act, in state schools, except in state schools of specified categories, shall continue to be in the same cadre in which they are presently. Transfer from one school to other school would be permissible as per needs of teachers.</p> |
| <p>25. (3) Terms and conditions of service of teachers serving in schools shall be decided from time to time by the appropriate government, commensurate with prescribed professional qualifications and experience.</p> | <p>25. (3) Terms and conditions of service of teachers serving in schools shall be decided from time to time by the appropriate government, commensurate with prescribed academic & professional qualifications and experience. Their pay scales will be as per Central pay Scales.</p> |

28. Redressal of Teachers' Grievances

It shall be the duty of the SMC/Local authority to redress teachers' grievances to the extent they fall within its purview and to support the teachers in obtaining redressal of such grievances as does not fall within its purview.

28. Redressal of Teachers' Grievances

It shall be duty of Education Department of appropriate government/ local authority to redress teachers' grievances.

Based on the modifications suggested by A.I.P.T.F, the organization has put forth some demands. These demands are:

- i. "Right to Education" should be offered to all children up to age of 14 years free, quality on a compulsory basis;
- ii. All India Primary Teachers Federation has taken serious concern about unjust provisions of the "Right to Education Bill 2005" and strongly protests and recommends to the Govt. of India to modify these provisions in the light of its recommendations before placing it to the Indian Parliament for its passing. This is because these are against the interests of elementary schools teaches and educations administration and to avoid frustration and the erosion of commitment among teachers to the cause of education.
- iii. Allocate 6% GDP to education and raise to 10%.
- iv. Constitute VI Pay Commission to evolve and implement a uniform scale of pay structure for all school teachers under all managements in the country on the basis of the recommendations of the Chattopadhyaya Commission;
- v. Merger of D.A with the pay of teachers in all the states to adopt the uniform Central Govt. policy;
- vi. Stop interference of Panchyat Raj in school administration and its activities;
- vii. Stop commercialization of education and appoint only trained teachers throughout the country with appropriate time scales of pay according to their qualification;
- viii. All those appointed as Para teachers, Shiksha Karmis and Contract teachers should be brought into the mainstream of teachers by providing them uniform pay scales and service conditions and sufficient training. In future, only trained teachers should be appointed.
- ix. Do away with single teacher schools and make all them multiple teachers schools by appointing additional teachers.
- x. The teacher pupil ratio should be 1:30;
- xi. Increase in the age of superannuation (retirement) to 62 years keeping in view of the increase in the life expectancy;

- xii. On the basis of recommendations of Chatopadhyaya Commission, the Govt. of India has not sanctioned teaching allowance to all the teachers till today. We demand 15% of the basic pay as the teaching allowance for teaching work under all kinds of managements.
- xiii. The new pension policy framed by the Govt. of India has been seriously considered and the AIPTF demands to scrap it and follow the present pension scheme.
- xiv. After a long struggle, teachers have been able to gain certain facilities. These should not be curtailed or withdrawn.

5. Celebration of 'Global Action Week'

One of the annual programmes of AIPTF is conduction of various awareness programmes in the Global Action Week. The background of the Global Action Week is that in April 2000 in Dakar, Senegal, 185 governments committed to provide Education for All (EFA) by the year 2015. Global Action Week is one of several events organized by the Global Campaign for Education (GCE) with the intention of mobilizing public opinion to exert pressure on governments and intergovernmental agencies to provide free, quality education for all (EFA).

During this week millions of people around the world organize activities in their own countries to remind their governments to fulfill the promise made in Dakar.

AIPTF state affiliates organized mass rallies and many other activities to focus the attention of political leaders, commerce forum, community leaders, leaders of teachers, associations of primary teachers' etc. on the need of achieving the goal- Education for all. The activities of the AIPTF met with tremendous success. This is because, Non Governmental Organizations (NGOs), community leaders, teachers, children, health officials, educationists and the media all joined the AIPTF in its endeavor to exert pressure on the Government to achieve the goal -EFA.

The AIPTF organized press meets at national as well as at the state level to draw the attention of the people in general, political leaders, community leaders etc. to the special theme of GAW this year 2006 which was **'Every Child Needs a Teacher'**.

An evaluation workshop highlighting the current status of EFA was conducted in a very backward district of Ramnad in the southern part of India. Representatives from almost all the sectors participated in this evaluation workshop.

A mass rally was also organized. The objective of the rally was to focus the attention of the people in general to the cause of EFA. More than 1,300 children and 300 teachers carrying candles in their hands, marched through the important streets, places highlighting the need for education of the girl child, improvement in enrolment and retention of pupils in schools, the problem of dropout and child labour. Officials of the Education Department addressed the rally.

The organization is **against the employment of para-teachers** and strongly opposes it. The leadership of the organization wants these para-teachers to be a part of the main stream. The federation wants to empower them.

6. Publications

1. A.I.P.T.F publishes a monthly news-bulletin which is widely circulated.
2. Training modules in different languages.
3. Reports of all important programmes and activities are published.

3.6.2 CASE STUDY -II

ALL INDIA FEDERATION OF TEACHERS ORGANIZATIONS (A.I.F.T.O)

All India Federation of Teachers Organization (A.I.F.T.O) was established on 23/01/1976 with the aim to work towards professional excellence and to deviate from the usual bread and butter strikes by teachers. The founders of the organization believed that teachers must work for social reform through professional development. The founder Secretary

General Shri V.K Manchanda worked in close co-ordination with Shri R.P Gupta who earlier was associated with All India Secondary Teachers Federation (A.I.S.T.F)

The office of the organization was located in Keshav Puram New Delhi, at the residence of Secretary General. After his death the office has been shifted to RZ-12, old Roshanpura Extn.Near post office, Najafgarh, New Delhi -43. Now also for all practical purposes, work is conducted from the office/residence of the general secretary who is based in Gujrat.

A.I.F.T.O is not a sectoral organization. The members include teachers from primary level to senior secondary level. The present membership of the organization is 1.6 million through 34 state organizations affiliated to AIFTO.

The central leaders of the organization are elected by the general council after every 3 years.

According to the constitution of the organization the aims and the objectives and structure of the organization is as follows

A. AIMS AND OBJECTIVES OF THE FEDERATION

- i. To organize the teachers working in all States and Union Territories in India.
- ii. To foster a spirit of solidarity, service, brotherhood and cooperation among teachers of India and devise ways and means for their betterment.

- iii. To assist the teachers in creating, strengthening and developing teachers' organizations on democratic and secular lines.
- iv. To endeavor for the welfare and professional upliftment of the teachers community.
- v. To represent the teachers and to defend their interests at the inter-state Government level.
- vi. To defend freedom and secure the spreading of culture, education and the development of teachers in all states of India for all children without any discrimination.
- vii. To seek cooperation of national and international institutions in promoting the spirit of nationalism, secularism and in strengthening the ties of national professional brotherhood.
- viii. To provide educational and social benefits to members which include seminars, get-together, conferences and conventions in different parts of the country.
- ix. To seek and give cooperation of the established national centers having similar aims to ameliorate the conditions of working class of the country.
- x. To establish institutions, trusts, foundations for research and training for all teachers in all parts of the country relating to the matters concerning the teaching profession and other human interests.
- xi. To receive grants, donations loans and to purchase and sell lands in order to achieve the objectives of the AIFTO. (Amended on 12 October, 2003 General Council, in Jaipur)

B. RULES, REGULATIONS AND STRUCTURE

1. Membership

- i. Any teachers' organization is eligible for membership and accepted by the Executive Committee provided: It accepts the aims of AIFTO; It practices internal democracy in the general management and running of affairs; It pledges to fulfill the obligations deriving from affiliation.
- ii. An organization which is affiliated to the AIFTO may not be affiliated to any national organization stated to be competitive by the Federation.

- iii. Any affiliation can be accepted with retrospective effect, only as far as back as the date of sending in of the application.
- iv. Conceding the vastness of the states, the affiliation shall be accorded to more than one organization of the state.

2. Duties

From the date of admission to the AIFTO, the organizations shall accept the following obligations:

- i. To publish among their members all the statements made and decision taken by the AIFTO.
- ii. To inform the federation about action taken in pursuance of the decision of the executive bodies of the AIFTO.
- iii. To send regularly to the federation any information which might interest it or which might prove necessary to be filed or published.
- iv. The autonomy of all organizations affiliated to the AIFTO shall be guaranteed.

3. Withdrawal, Striking Off, Suspension, Expulsion

- i. The organization which wants to withdraw from the AIFTO shall give notification six months in advance. Financial obligations shall be suspended at the end of the six months term.
- ii. Any organization and / or the office bearer which knowingly violates the constitution or the decisions taken by the AIFTO or whose action is harmful to the AIFTO can be suspended or excluded by the Executive Committee. The decision of the Executive Committee shall be final in this regard. No appeal shall be entertained. The representation in the Executive Committee shall be forfeited automatically. (Amended by the General Council on 8 August, 2005 in Delhi)
- iii. Any organization which has more than 12 months arrears with regard to the payment of its affiliation fees without consent of the Executive Committee and does not answer the reminders (three) of the secretariat, shall be struck off the members list by the Executive Committee.
- iv. The quorum of the Executive Committee shall be one third of the members of the committee.

4. Membership Fee and Admission

The membership fee shall be on the basis of the strength of the organization affiliated to A.I.F.T.O. The affiliated organizations shall have to pay the affiliation fee to the AIFTO @ Rs. 0-10 paisa for each member subject to the condition that it should not be less than minimum Rs. 1000 (Rupees one thousand if the membership is less than one thousand) as total membership fee per year starting from 1st January to 31st March. The Executive Committee, if receives any application before 30 November, can lessen or exempt affiliation fee for the specific reasons. (Amended on 22 December, 2002, Executive Committee, New Delhi).

5. Machinery

The machinery of the AIFTO shall consist of:

- i. General Council,
- ii. National Executive Committee
- iii. National Steering Committee
- iv. National Women Committee
- v. Constitution Review Committee
- vi. Regional Committees

It shall be the task of these committees to deal with the problems, affiliation of the workers in education in their respective areas.

6. General Council

- i. The members of the General Council shall be the President, General Secretary and /or three officials (members) of an affiliated organization.
- ii. The General Council shall meet once in a year with the written notice of 15 days in advance and the quorum of the General Council shall be one third of the members of the General Council.
- iii. The General Council shall discuss and decide the policies, programmes chalked out by the Executive Committee and pass the audited accounts of AIFTO and the business approved by the Executive Committee.

- iv. The General Council shall elect the members of the Executive Committee and the office bearers of the AIFTO for three years.
- v. The General Council shall elect National Steering Committee for three years.
(Added on 12th Oct. 2003, by the General Council at Jaipur).

7. Executive Committee

- i. The Executive Committee as elected by its affiliates shall be entrusted with the conduct of affairs. The terms of the Executive Committee shall be of three years.
- ii. The Executive Committee shall be elected by all the affiliated organizations, which shall have equal number of votes after every three years. The election must take place in the month of January or before the expiry of each term of three years.
- iii. In case of emergency, the elections can be postponed for a year but for the postponement two third majority present in the Executive Committee shall be required. The election can not be postponed for more than two years but every year the Executive Committee shall have to decide by two –third majority.
- iv. It shall be composed of forty three members which include the president, the working president, the vice president (s), the organizing secretary, the finance secretary, the deputy secretaries, and the members. The strength can be increased to give representation to the states.
- v. The members mandate shall expire at the end of every three years. A mandate shall also expire when the organization to which the member belongs is no longer considered as affiliated to the AIFTO.
- vi. In the event of being unable to attend the meeting, any regular member of the Executive Committee shall be replaced by a substitute.
- vii. The Executive Committee shall meet once in a year with fifteen days written notice. The Secretary General shall convene the meeting. The Secretary General, in case of emergency, can summon the Executive Committee within seven days written notice.

- viii. All the members and the patrons shall have the right to vote at the meeting of the Executive Committee. Voting shall be by show of hands or by the secret ballot, if requested. Decision shall be by simple majority.
- ix. The President and the Secretary General can be elected on merit grounds and not necessary form any organization.

8. National Steering Committee

- i. The General Council shall constitute the National Steering Committee.
- ii. There will be 12 members of the National Steering Committee comprising the president, the working president, the secretary general the deputy secretary general, the treasurer, the chairperson of the women committee, one senior most vice president, one secretary and four regional representatives elected by each region.
- iii. The National Steering Committee will meet normally once three months to take decisions on the matter of urgent nature.
- iv. The quorum of the National Steering Committee shall be 50 percent of the members. (Amended and serially numbered by the General Council on 8 August, 2005 in Delhi.)

9. National Women Committee

- i. The AIFTO General Council shall constitute the National Women Committee.
- ii. The National Women Committee shall consist of the Chairperson, two Vice Chairpersons, one Secretary, one Joint Secretary, two Deputy Secretaries and eight members of the Executive Committee.
- iii. The General Council shall elect the office bearers of the National Women Committee and the Chairperson and the Secretary of the National Women Committee shall nominate eight members of the Executive Committee representing of the four Regions with consultation of the President and the Secretary General of the AIFTO.
- iv. The aims and objectives of the National Women Committee shall be included in the Appendix -1 of the Constitution of the AIFTO. [Added by the General Council on 12 October, 2005 Jaipur]

10. The President, the Working President and the Vice President(s)

- i. The President, the Working President and the Vice President (s) shall be elected by the affiliated organizations for a period of three years. They shall be re-eligible.
- ii. The President, Working President and the Vice President (s), when the former is absent, the later shall conduct the meeting of the Executive Committee and the General Council.

11. The Secretary General

- i. The Secretary General shall be elected by the affiliated organizations for a period of three years. He shall be re-eligible.
- ii. He shall be entrusted with:
 - a) The task of strengthening the AIFTO and organizing teachers organization throughout the country.
 - b) The day to day conduct of affairs in accordance with the decisions as taken by the Executive Committee.
 - c) The carrying out of special duties as established in the present constitution.
 - d) The settling of any question which requires an urgent solution.
- iii. He shall report to the Executive Committee and the General Council.
- iv. The wages and the other working conditions of the Secretary General and of appointed assistance shall be fixed by the Executive Committee.
- v. The Secretary General shall work for the expansion of the AIFTO and establish relations with the organizations working in the field of education at the national as well as international level.
- vi. The Secretary General with the help of the finance secretary will get accounts of AIFTO audited.
- vii. The secretary General shall be assisted by the Deputy Secretary General, Organizing Secretary, the Secretaries, the Finance Secretary and the Deputy Secretaries.
- viii. In the absence of the Secretary General, the Deputy Secretary General shall discharge the duties of the Secretary General.

12. Finance

- i. The Executive Committee shall elect the Treasurer (Finance Secretary) for three years.
- ii. The Treasurer shall be entrusted with the management of the expenses and income.
- iii. The general expenses of the President, the Working President, the Vice President(s), the Secretary General, the Deputy Secretary General and the Secretaries, in connection with the carrying out of their duties, the general expenses of the Executive Committee and the expenses in connection with publications and meetings be borne by the AIFTO.
- iv. When a member of the Executive Committee is entrusted with admission, his general expenses shall be borne by the AIFTO.
- v. Only AIFTO's properties shall be considered as a warrant for financial liabilities.
- vi. The Secretary General shall open the joint account of the financial liabilities, in the scheduled banks and the account is operable by the signatures of any two of the office bearers i.e. the president, the secretary general and the treasurer are essential for any transaction.

13. Fees

- i. The affiliation fees shall be paid before 31st March on the basis of the membership as on 31st December of the preceding year.
- ii. If an organization is unable to fulfill its financial obligations, owing to unusual circumstances, the Executive Committee shall have the authority to grant a delay, a temporary payment on a lower basis, or in extreme cases, a temporary exemption from payment of affiliation fees. A flat rate annual affiliation fee can also be fixed by the Executive Committee considering the condition of the organization concerned.

14. Head Quarters and Regd. Office

Head quarters and registered office of the AIFTO shall be established in the Capital of India or at a convenient place. (Words "Registered office" added on 12 Oct. 2003 General Council, Jaipur)

15. Official Language

The Official languages for discussions shall be Hindi and English. The regional languages shall be acceptable with translation. In case of doubt as to the interpretation of the provision of the present constitution the English text shall be considered as authentic.

16. Dissolution

- i. The Executive Committee shall be the only qualified body to decide on the dissolution of the AIFTO.
- ii. A resolution aiming at dissolution shall be carried into effect, provided it secured at least two third majority of the affiliated organizations represented at the Executive Committee. It shall be bestowed and the obligations of the AIFTO towards its personal and its responsible leaders shall have to be fulfilled.

17. Amendment to the Constitution

- i. Proposals for the amendment of the Constitution shall be submitted to the Secretariat, not later than six months prior to the Executive Committee Meeting.
- ii. Any amendment to the Constitution shall be valid, if obtains a majority of the votes to which the organization represented at the Executive Committee and the General Council are entitled.

18. DECLARATION

- i. The AIFTO shall be non- political, secular in nature and devoid of class, colour and creed.
- ii. Certified that the above is the true copy of the Constitution adopted by the All India Federation of Teachers Organizations.

19. National Women Committee

- i. AIFTO shall have National Women Committee of 15 representatives, 7 elected by the General Council and 8 nominated by the regions, two from each region.

ii. The National Women Committee have been concentrating on the following areas

- a) Planning and research.
- b) Collection and dissemination of information relating to women.
- c) Cultivation of leadership and organizing qualities through training and seminar/ workshops.
- d) To provide cross fertilization of ideas among women in affiliated teachers organizations in the country, on issues affecting women in teaching and / or the organizations and to promote EI policies for the women's advancement and empowerment.
- e) To increase the participation of women in the affiliated organizations by providing, within a culturally appropriate context, support and encouragement.
- f) To develop awareness, confidence and self- esteem in women that will allow them to participate effectively in organization activities.
- g) To support women's involvement in educational and other policy making bodies at different levels from organization to state.
- h) To generate awareness about the educational need of girls and to encourage programmes which enhance the education of girls.
- i) To contribute and share successful experiences and strategies
- j) To develop training materials, prepare questionnaires to assist in planning and implementation of programmes and project and other activities to address needs. (added by the general Council on 12 October, 2003 in Jaipur)

C. LIST OF STATE AFFILIATES (ORGANIZATIONS) OF AIFTO

A total number of 24 state level teachers' organizations of different states of India are affiliated to A.I.F.T.O. A list of states and the names of the organizations affiliated to AIFTO is given below:-

| S.No. | State | Affiliates/ | JoinedAIFTO | Membership |
|-------|-------------------|---|-------------|------------|
| 1. | Andhra Pradesh | 1. AP Teachers Guild (APTG) | 1981 | 50,000 |
| | | 2.. Progressive Recognized Teachers Union (PRTU) | 1985 | 2,50,000 |
| 2. | Assam | All Assam Aru Karmchari Sanstha (AMSKS) | 1988 | 40,000 |
| 3. | Arunachal Pradesh | Arunachal Teachers Association (ATA) | 1988 | 22,000 |
| 4. | Dadra & N. Haveli | Prathamik Shikshak Mandal | 1993 | 01,000 |
| 5. | Delhi | NDMC Women Teachers Association | 1980 | 01,000 |
| 6. | Gujarat | 1. Gujarat State Secondary Teachers Federation (GSSTF) | 1989 | 49,000 |
| | | 2. Ahmedabad Shikshak Mandal | 1981 | 10,000 |
| | | 3. Gujarat Acharya Sangh | 1981 | 10,000 |
| | | 4. Ahmedabad Shala Sanchalak Mandal | 1981 | 03,500 |
| | | 5. Ahmedabad Non-Teaching Administerative Staff Association | 1987 | 07,500 |
| 7. | Haryana | Haryana State Teachers Association | 1988 | 20,000 |
| 8. | Himachal Pradesh | Himachal Pradesh School Lecturers Association (HPSLA) | 2000 | 32,000 |
| 9. | Jammu & Kashmir | All Jammu Kashmir and Laddakh Teachers Federation | 1980 | 1,30,000 |
| 10. | Karnataka | Karnataka Women Teachers Association (KWTA) | 1987 | 1,600 |

| | | | |
|--------------------|--|------|----------|
| 11. Kerala | 1. Government School Teachers Union (GSTU) | 1988 | 52,000 |
| | 2. Aided Higher Secondary Teachers Association (AHSTA) | 2005 | 17,000 |
| | 3. Private School Teachers Association | 2005 | 10,000 |
| | | | |
| 12. Madhya Pradesh | 1. MP Head Masters Forum | 1983 | 07,000 |
| | 2. MP Upper Division Teachers Association | 1983 | 26,000 |
| 13. Maharashtra | 1. Brihan Mumbai Mahapalika Shikshak Sabha (BMMSS) | 1979 | 10,000 |
| | 2. Maharashtra Rajya Prathmik Shikshak Sangh | 1978 | 2,20,000 |
| | | | |
| 14. Manipur | All Manipur School Teachers Association (AMSTA) | 1986 | 34,000 |
| | | | |
| 15. Orissa | All Orissa Local Bodies Secondary Teachers Association | 1982 | |
| | | | |
| 16. Pondicherry | Pondicherry State Teachers Association (PSTA) | 1983 | 10,000 |
| | | | |
| 17. Punjab | 1. Punjab National Teachers Association (PNTA) | 1979 | 10,000 |
| | 2. Punjab National Teachers Federation (PNTF) | 1990 | 30,000 |
| | 3. Punjab Govt. Secondary Teachers Association (PSTA) | 2000 | 27,000 |
| | | | |
| 18. Rajasthan | Rajasthan Shikshak Sangh | 1979 | 1,20,000 |

| | | | |
|----------------------------------|---|------|--------|
| 19. Tamil Nadu | Tamilnadu Elementary School Teachers Mandaram | 1978 | 75,000 |
| 20. Uttar Pradesh | Rajkiya Shikshak Sangh | 1986 | 45,000 |
| 21. Uttranchal | Rajkiya Shikshak Sangh | 2000 | 32,000 |
| 22. West Bengal | 1. Pachhim Banga Jatiya Bayask Shikshak Parsad | 1986 | 30,000 |
| | 2. Bangiya Shikshak O Shiksha Karmi Sangh | 2000 | 34,000 |
| Cooperating Organizations | | | |
| 23. Goa | All Goa Secondary Teachers Organizations (AGSTA) | 1992 | 7,000 |
| 24. Mizoram | Mizoram Middle School Teachers Association (MMSTA) | 1982 | 5,000 |

At present, the following bodies of A.I.F.T.O. work according to the guidelines of its constitution. These bodies are:

1. Executive Committee

The Executive Committee is a body at the central level all the members of this committee are elected by voting. The committee comprises of working president -1, Vice Presidents - 12, (There are four regions and 3 Vice Presidents are elected from each region). Two (2) out of these twelve (12) vice presidents must be women.

Secretary General -1

Deputy Secretary General -1(The post has been created from 2000 onwards)

Secretaries -4 (one from each region, generally are the secretary general of their states)

Treasurer -1

Organizing Secretary -2 (all women)

Deputy Secretary -4 (all women)

The deputy Secretary General also works as director of foreign affairs of AIFTO. The committee meets once in a year.

2. General Council

The General Council comprises of President, Secretary General and Chairpersons of women committee from each state organization affiliated to AIFTO, along with the members of Executive committee and the office bearers of National women committee. General Council is the supreme body of AIFTO. It elects, directs members of Executive Committee, National Steering Committee and National Women Committee, Research and training department and regional committees. Generally the number of members in the council is 150 which can increase or decrease according to the membership of the organization. The meeting of General Council is held once a year.

3. State Level Committee

State level committee is meant for the state affiliate of the organization. The committee generally comprises of one president, one secretary, one vice- president, and one treasurer. The number can be increased according to the membership of the state and their requirements.

4. Steering Committee

The Steering Committee is empowered to take urgent and important decisions in case there is a need. The committee has one chairperson and twelve members.

The chairperson can not be a member of Executive Committee. The other twelve members, out of whom four ought to be women, can be the members of the Executive committee. It meets once in three months or as per the need.

5. National Women Committee

The National Women Committee works for the women network programmes in collaboration with E.I. The committee has a total number of 15 women members along with a chairperson and a national contact person. Out of fifteen members seven office bearers are elected by the general council and eight members are nominated by the Executive Council. While nominating eight members from Executive Council care is taken that two members from each region are nominated.

6. Regional Committee

There are four regional committees, one each for north, south, east, and west. These committees convene conventions twice a year where matters regarding academic and organization needs are discussed. The central organization (AIFTO) supports their strategies.

7. Research and Training Department

General Council directs the work of Research & Training department. For any activity or programme planning is done by Executive committee, is discussed in General Council for approval and execution is decided by steering committee. Some projects are undertaken for research in consultation with E.I and funding agencies.

All India Federation of Teachers organization (A.I.F.T.O.) is an affiliate of Education international (E.I). To pay the affiliation fee to E.I, state level organizations charged a minimum fee @ 10 paisa per member per year. The amount is decided by the state affiliates. By an amendment made in the constitution on 8th Oct, 2006, the minimum payable membership amount is now 25 paisa per member. From 2003 onwards, an affiliation fee of 800 Euros is being paid to E.I by A.I.F.T.O. Fee paid to E.I also decides about the entitlement of number of votes to the organization in E.I assemblies.

D.DEVELOPMENTAL PROGRAMMES OF AIFTO

1. Quality Education for All

Organizations of Karnataka (PRTU), and Andhra Pradesh worked on the programme on quality education for all. Under this project, teachers worked to find out the number of dropout children from primary to secondary level. Analyzing the causes of drop-out, they tried to bring them back to school. The project started in 2003 and for the first three years, it was funded by E.I. The project is still going on in these states with the total support of the state organizations.

2. Women Empowerment

Aimed to empower women, under the women network programme funded by Education International (E.I), the states conduct workshops, meetings and study circle meeting to address the issues of women in organizations and in society at large. Every state has a women committee. In 2004-2005, about 5000 girl students of Jaipur, Jodhpur, Kota, Udaipur, Mumbai and Ahmedabad were sensitized about puberty issues under adolescence girls' health education programme, in collaboration with Johnson and Johnson. There are on going programmes on women empowerment, maternity benefit protection and others related to the rights of women in every state organization affiliated to A.I.F.T.O. In 2006, the state organization of Gujarat in 2006 appealed to all members to respect women in their homes. The message sent across was to respect living women and not only deities of stone.

3. HIV / AIDS Awareness Programme

The state affiliates of AIFTO, namely Brihan Mumbai Mahapalika Shikshak Sabha (BMSS), Himachal Pradesh School Lecturers Association (HPSLA), Progressive Recognized Teachers Union (PRTU) and Andhra Pradesh Teachers Guild (APTG) are conducting awareness programmes regarding HIV/ AIDS. A two days workshop is organized in rural areas or towns of these states. The literature for the programme is provided by AIFTO. The duration of the workshop can be increased according to the needs of the participants and available resources. A.I.F.T.O. plans to extend such programmes in other states also in coming years.

4. Research Projects

Following research projects/ studies are going on in different states organized by the states affiliates of A.I.F.T.O.

i. Infrastructure Study of Schools (Primary and Secondary) in Seven States

Based on the feed-back received by member teachers of the state organization, a research study has been taken up by AIFTO regarding the infrastructure of schools both primary and secondary in the seven states of Uttranchal, Himachal Pradesh, Rajasthan, Gujarat, Maharashtra, Tamil Nadu and Punjab. Started in 2006 the study aims at rectifying the problems of teachers emerging out of the problems of infrastructural deficiencies in schools.

ii. Analysis of the Study Reports on Education.

There are many study reports on education published by various organizations and individuals. Research and training department of AIFTO is conducting analysis of these reports. Some of the studies which have been analyzed are

- A. Report of World Bank on Absenteeism of primary school teachers in India.
- B. Report of pratham (NGO) on the non working aspect of primary school teachers.
- C. Motivation of the teachers of India, a study by Vimla Ramchandran.

5. Professional Development Programme

Professional development Programmes were conducted by AIFTO for school teachers from 1989 to 2002. Most of the programmes were conducted at Udaipur in-service Bureau of Education with the help of S.C.E.R.T. A group of 20 teachers were called from different state organizations from time to time. The duration of such professional development programmes was 15 days to one month and the subjects dealt were Hindi, English, Mathematics, Science, Social Studies.

Some of the programmes were also conducted in Delhi. The target groups were mostly the teachers from NDMC (New Delhi Municipal Corporation) schools, as NDMC teachers are the members of AIFTO Delhi state organization. These programmes were conducted with

the help of funding agencies. Most of the Programmes which were held from 1989 to 1996 were funded by the affiliates of C.T.F. (Canadian Teachers Federation), and also with the support of S.C.E.R.T. of Udaipur.

Presently there are no on going programmes of professional development of teachers due to lack of funds. Proposal for professional development programmes has been submitted to the common wealth teachers committee. The leaders are hopeful that the programmes will start very soon.

6. Global Action Week

In April 2000 in Dakar, Senegal, 185 Governments Committed to provide Education for All (EFA) by the year 2015. Global Action Week is one of several events organized by the global campaign for Education (GCE) with the insertion of mobilizing public opinion to exert pressure on governments and intergovernmental agencies to provide free, quality education for all (EFA). During this week, which is held in the month of April every year, millions of people around the world organize activities in their own country to fulfill the promises made in Dakar. All the affiliate organization of Education International (E.I) in India celebrate Global Action week. With the focus on EFA goals agreed in Dakar. Senegal in 2000, activities are carried out in states. To raise awareness about E.F.A and other related goals in 2006. AIFTO formed human chains. The theme for 2006 was **‘Every child need a teacher’**. All activities were centered on this theme. Processions, slogans shouting and meetings were held. Bal sansads were also organized in this week. The functionaries of state organizations along with M.L.A’s of the area visited the schools and talked to the children about the kind of education they want. Children were encouraged to write about their problems to higher authorities.

Signature campaigns were organized to gather public opinion and to build pressure groups. A signature campaign on why parents are not sending their children to government schools was organized by AIPTO in 2005 -06.

7. Eradication of Child Labour

AIFTO state affiliates also work for eradication of child labour in close co-ordination with other national level teacher organizations namely AISTF, AIPTF, and AIACHE (All India Association for Christian Higher Education). Joint meetings of women network are also held from time to time. The national coalition for education of AIFTO, AIPTF, and AIACHE are actively involved in '**Bachpan Bachao Andolan**' to eradicate child labour

8. Amendments in Right to Education Bill-2005.

The organization made amendments in the Right to Education Bill- 2005 (Draft) and named it Right to Education Bill -2007. The logic given by the organization is that the Constitution of India under Article 45 directed the government, the Central as well as the State, to strive for free and compulsory primary education to all the children up to the age of 14 years. Moreover, it was expected that after the adoption of the constitution, the governments would complete the task of extending the facility of primary education in a span of 10 years. However, the governments could not fulfill this commitment as the provision in the constitution was merely a directive principal and was not enforceable. By 86th amendment to the constitution in 2002, Free and Compulsory Education became a fundamental right and therefore wield a legal sanction.

Now, therefore, there is an opportunity to realize the unfulfilled dream of 'Universalization of Elementary Education'. The fundamental right is the right of the citizen and if the right is violated, then citizens can enforce the right by resorting to the legal remedy. The Parliament, while adopting the 86th constitutional amendment was also aware of this situation. The previous government prepared the draft of the Right to Education Bill, way back in 2003-2004, though the contents of the Bill were not much promising, still the most striking benefit of the Bill was that the union government accepted the responsibility of the enforceability of this fundamental right. The present Government also made available the Right to Education Bill – 2005 with the responsibility resting on the shoulders of the union governments. Though the bill has many intrinsic defects, still it proclaimed the guarantee of also had a legal provision for the appeal to the National Commission provided under this Bill, if the Right to Education is violated.

The Government at the centre has now diluted not only the contents of the bill but also shifted the responsibility to the states for its enactment. The organization AIFTO opposes this policy of the Government and insists that for the proper implementation of the fundamental right for free, compulsory and quality education to all the children in the age group of 6-14 throughout the country uniformly, the bill must be enacted by the union government. The fundamental rights of citizens must be protected by the union government and hence the union government must pass the Central Act to achieve the unfulfilled dream of Universalization of Elementary Education of the constitution makers. . With necessary additions and deletions the draft of the bill has been widely circulated among the members of the organization and presented to the Government.

9. Publications

AIFTO publishes the newsletter of its organization every month. There is a quarterly publication of a magazine of women network entitled 'swayamsiddha' (Lo;afl)k). About twenty five booklets on different topics like quality education for all, challenges of women in 21st century, eradication of child labour and a collection of articles on education entitled 'Through Gypsy's Eyes' along with books on sensitive topics of HIV/ AIDS have been published by AIFTO.

AIFTO also honors outstanding teachers on world teacher's day (5th Oct.) every year. The teachers who have worked for the cause of education are honored. This is done to enhance the social status and image of school teachers.

A.I.F.T.O presented a memorendum to the vice –president of India in March -2007 stating the plight of para-teachers and urging to stop the degradation of the teaching profession. The text of the memorandum stated:

The involvement of educated unemployed rural and urban youth in primary education sounded socially and politically correct. For some seeking innovativeness in the system, along the lines of decentralization, it promised "community involvement". To policy planners and bureaucrats it suggested a novel way to spend less money on primary education and simultaneously show the full time teachers that they are not indispensable.

The basic concept behind the appointment of para-teachers on contract has been that the regular teachers earn fat salaries and **don't teach**. The para-teachers glorified as a model for their regularity and enthusiasm as they are all the while made to feel insecure. The Sarva Shiksha Abhiyan which is a flag-ship programme of Human Resources Development Ministry is not short of money. Moreover, the budget for 2007-2008 also promises a handsome allocation and hefty rise for elementary school education with promise to employ 200,000 teachers. It is sad to point out that the new promised employment of teachers is going to be on the lines of para-teachers. The Government wants to achieve its goal of universalisation of education on the strength of underpaid, unskilled and untrained brigade of unemployed youth, being labelled as "Teachers".

The most agonising part is on this day, at least 500,000 para-teachers are engaged in "Multigrade Teaching" in our Primary School system on 1/4th or 1/5th of the salary of regular teachers. They are deprived of basic minimum wage and human rights. We would like to draw your kind attention to this degradation of the teaching profession as whole and sincere request to halt it forthwith.

3.6.3 CASE STUDY-III

ALL INDIA SECONDARY TEACHERS FEDERATION (A.I.S.T.F)

(Akhil Bhartiya Madhyamik Shikshak Sangh)

The secondary school teachers as a big group of teachers from many states, separated from A.I.F.E.A (All India Federation of Educational Associations) in the month of Oct 1961. These secondary school teachers organized themselves, held formal meetings and eventually decided to establish an all India school teacher's body representing the secondary and r. secondary teachers affiliating state secondary teacher associations. Thus it was around 1962 that the All India Secondary Teachers Federation was founded with Sh. S.P. Roy (West Bengal) as General Secretary. Its immediate objectives were to press for the evolution of a uniform policy regarding secondary education in India and to seek the improvement of the status of teachers. Soon after its formation, in a social function convened by A.I.S.T.F, great patrons like Dr.S. Radhakrishnan, the then president of India, Dr Zakir Hussain Vice President and Dr. k.L Shrimali, Union Education Minister were facilitated.

The Federation held a national seminar on uniform pattern of secondary education in May 1996. The various constituent association of the federation tried to work for a single type of secondary education system so that the existing confusion may be removed.

A.I.S.T.F as a federal body envisioned its role to develop healthy trade unionism among its various affiliates and at the same time imbibe in them a sense of professionalism to serve the cause of education. Teachers' organizations at the provincial level were unfortunately divided on political lines and most of the times they worked at cross- purposes.

The most important task of the AISTF was to unify them at their respective levels and then to train the leaders and workers in skill for a healthy union movement. This was required for protecting the rights of their members and achieving the objectives of the profession. Education being on the concurrent list was mostly looked upon as no ones baby. The state governments tried to shift their responsibilities to the central government and vice-versa.

The result was that the cause of teachers and education suffered. There was thus a need for a central organization which was representative co-coordinating body of the state level teachers' organizations. Such a need was fulfilled by the formation of A.I.S.T.F.

A.I.S.T.F from its inception struggled for the better education for children and welfare of teachers. It also sought representation of secondary teachers on all bodies advising and guiding education at the centre and in the states. The struggle for uniformity of pay scales and service conditions, constitution of school grant commission and 10% of allocation of central budget necessitated to stage dharnas, hunger strikes, demonstrations, signature campaigns, block level meetings, adoption of resolutions, presenting memoranda to the Prime Minister Education Minister Etc.

The federation held a national seminar on the teaching of science in 1963.

During 1963-64 the federation launched a signature campaign to press for its various demands and viewpoints. On 21st April 1964, a mass deputation of 10,000 teachers from all over India met the Members of Parliament and presented one lakh signatures in support of their demands to the speaker of the Parliament.

Struggling for the welfare of teachers and larger causes of education A.I.S.T.F celebrated the silver jubilee conference of its foundation on may 29,30and 31, 1987 at Pune, Maharashtra.

In the same year a historic event was organized by AISTF. A five day peace- march was initiated from 5th Sept 1987 (teachers day) to 9th sep' 87 at Amritsar Punjab, as a peace making and goodwill gesture. Punjab was bleeding after the riots of 1984. No other organization of teachers or other employees had the courage to undertake such a goodwill campaign in that troubled area. About 60 teachers from state affiliates of AISTF covering almost all parts of the country participated in this campaign propagating national integrity and opposing fundamentalist and terrorist forces. The team of campaigners addressed meetings in open streets and walled auditoriums. They stressed to keep the nation united maintaining peace & security for all.

A. STRUCTURE AND FUNCTIONS OF A.I.S.T.F

According to its constitution the function and structure of AISTF is as follows

1. Name

The name of this organization shall be All India Secondary Teachers' Federation which in abbreviation will be called A.I.S.T.F.

2. Office

There shall be a permanent office of the Federation located at Delhi. The office of the General Secretary shall be located in a place of his choice.

3. Jurisdiction

The jurisdiction of the Federation shall be confined to the territories of India.

4. Aims and Objectives

- i. To strive to make education a means to the all- round development of the nation.
- ii. To make an all round development of secondary education.
- iii. To find out means and strive for the moral, physical and intellectual welfare of students.
- iv. To secure and maintain an effective voice in shaping the educational policy regarding secondary education in India and to have a proper share in its administrative control.
- v. To strive for professional growth of teachers.
- vi. To ensure for teachers of secondary schools.
- vii. Security of service and to create effective machinery for this purpose.
- viii. Adequate salaries and emoluments.
- ix. Protection against unjust treatment by their employer.
- x. Any other conditions conducive to their financial and social welfare in keeping with the value and dignity of their services.
- xi. To strive for the uniform pay scales and service conditions for secondary teacher throughout India.

- xii. To facilitate and publish research works in connection with the problems of teaching methods and to publish journals, reviews and statistics.
- xiii. To strive and secure civic and political rights for teachers.
- xiv. To strive and secure civic and political rights for teachers.
- xv. To foster brotherhood among the teachers.
- xvi. To give suggestions and get passed proper legislations regarding education by different states of India and the centre.
- xvii. To arrange for educational conferences.
- xviii. To establish professional, academic and cultural relations with the educational organizations of the country and abroad.
- xix. To undertake any other constructive work for the fulfillment of the above mentioned aims and for the benefit of the Secondary teachers of the country.
- xx. To strive for strengthening the Emotional and National Integration of India.
- xxi. To consider ways and means to co-ordinate the activities of the AISTF with other National Federation of teachers and International teachers' organizations.

5. Realization of Aims

The aims and objectives will be realized through establishment of Academic Wing and Social service wing and through other ways and means adopted by the National Council and the National Executive.

6. Management

The Management of the Federation shall be entrusted to the National Executive according to the rules framed by the National Council.

7. Organization of the Federation

- i. The organization will be a homogeneous corporate body of the following
- ii. The affiliated state organizations,
- iii. The National Council;
- iv. The National Executive.

8. Patron

The National Executive may invite any person, who, in its opinion, has contributed to the growth of teachers' movement and / or rendered valuable services in the field of education, to serve in AISTF as patron.

9. Membership of the Federation

i. Eligibility

State organizations representing secondary teachers in schools under government. Local bodies and private managements recognized by competent authority may be affiliated to AISTF by a resolution of the National Executive. Cadre –based organizations, however, shall not be affiliated. No organization with less than 2000 members is eligible for affiliation.

ii. Affiliation Fee

To obtain membership, every state organization shall pay Rs.250/- as affiliation fee at the time of affiliation.

iii. Annual Fee

All affiliated organizations shall pay before the end of October every year, an Annual fee at the rate of ten paisa per member of the respective organization.

9. Representation of the State Organization:

The State Organization will represent all the lower units under it in the A.I.S.T.F.

10. National Council

To constitute the National Council each affiliated organization shall nominate its representatives as follows

- i. Two representatives up to membership of 5000;
- ii. One representative for every 2000 members over and above the first 5000 and up to 35,000;

- iii. One representative for every 5000 members over and above 35,000; subject to the condition that there shall be a maximum of 25 representatives from a state in the National Council.

In case there are more than one organization affiliated from a state and their cumulative representation crosses 25, each organisation shall nominate two representatives plus the number that is arrived at by dividing the residual number of state representation in proportion of the residual membership of each organisation over and above the first 5000. At least one representative from each organisation shall be a lady.

11. Powers and Functions of the National Council

- i. To elect the office bearers and an auditor.
- ii. To approve the Annual Budget.
- iii. To work as the Subject Committee for the National Conference.
- iv. To approve the report of the auditor.
- v. To adopt the report of the General Secretary after it has been presented and approved by the National Executive.
- vi. To amend the constitution.
- vii. To chalk out policies and programmes for improvement of the Federation.

12. Composition of Executive Committee

a) Office Bearers

| | | |
|-------------------|---|--|
| President | : | One |
| Vice Presidents | : | Six (at least one of whom shall be a lady) |
| General Secretary | : | One |
| Secretaries | : | Six (at least one of whom shall be a lady) |
| Treasurer | : | One |

b) Office Secretary

The General Secretary shall nominate an office secretary to assist him. The office secretary will have no right to vote.

c) Members

Each affiliated organization with at least 10,000 members or 25% of the total number of teachers in the states whichever is less, shall nominate one representative, who is a member of the National Council to be a member of the National Executive.

d) Auditor

An Auditor to be elected by the National Council.

13. Powers and Functions of the Executive Committee

- i. To coordinate the working of the State Organizations.
- ii. To work for the realization of the aims of the Federation as set forth in the constitution and by resolution of the annual conference and National Council.
- iii. To exercise control over the finances of the Federation.
- iv. To approve the report of the General Secretary and the income and expenditure of the Federation.
- v. To set up the necessary machinery for arrangements of the conference.
- vi. To constitute sub- committees and to consider their report.

14. Powers and Function of the Office bearers

a) President

To keep an eye over the whole work of the Federation and maintain useful link with the component parts or units of the Federation.

To preside over the meetings of the National Executive and the National Council.

To pass or reject a proposal by his casting vote in case of a tie.

To sanction the expenditure within the budget either personally or through one of the Vice –President.

b) Vice- President

- i. To preside and discharge all the functions of the President in his absence.
- ii. To help the President in his duties.

c) General Secretary

- i. Generally he will be responsible for the entire working of the Federation.
- ii. He will strive for the fulfillment of the objective of the Federation.
- iii. To call the meeting of the National Executive and the National Council and keep record of the proceedings.
- iv. To make an estimate of the budget and get it approved.
- v. To pass all the bills and vouchers except those authorised by the President and the Vice-President.
- vi. To withdraw money from the bank along with the Treasurer.
- vii. To be the custodian of the properties of the Federation.
- viii. To place draft of the report of the activities of the Federation before the National Executive and after it has been approved by the Executive place it before the General Council up to the time of conference.

d) Treasurer

- i. To keep an account of the income and expenditure of the Federation and place it before National Executive and after it has been approved by the Executive place it before the National Council for approval at the time of the conference, together with the auditor's report thereon.
- ii. To withdraw money from the bank along with the General Secretary.

e) Secretaries

To help the General Secretary in discharging efficiently the work of the Federation.

15. Election of the Office Bearers

On the occasion of the National Conference the National Council shall elect office bearers for two years. In exceptional cases, if the National Conference is not held within the year in which it was scheduled to be held the National Council shall elect office-bearers for next terms.

16. Terms of Office

The Office –bearers shall hold the post till the next elections.

17. Meetings

The National Executive shall ordinarily meet at least thrice a year and the National Council at least once a year. The meeting of the National executive or the National Council can be requisitioned by one- third and one – fifth of the members of the National Executive and the National Council respectively.

18. Quorum

The quorum of the National Executive shall be one- third of the total strength of the members and that of the National Council one- tenth of its total strength.

19. Properties and Funds

The following will constitute funds of All India Secondary Teachers' Federation

- a) Affiliation Fee.
- b) Annual Fee.
- c) 50% of the Delegation Fee.
- d) Savings of the National Conference.
- e) Any special kind of donation or grants that the Federation may receive.
- f) Miscellaneous receipts.

All money of the A.I.S.T.F. shall be deposited in the banks decided upon by the National Executive and shall be jointly operated by the General Secretary and the Treasurer. The General Secretary shall be competent to keep two hundred rupees with himself for contingencies.

20. Reserve Funds

At the end of each year half of the amount as might be saved out of the income of the whole year shall be transferred to the reserve fund, expenditure out of which will be incurred through a special sanction of the National Council and the National Executive.

21. Notice of the Meetings

The notice of the meeting of the National Executive shall be sent 25 days before the actual date and that of the National Council 30 day before. In case of an emergent meeting of the National Executive a shorter notice of not less than fifteen days may be issued.

22. Expulsion / Disaffiliation

- i. Any member whose improper action has lowered the prestige of the Federation shall be expelled from the Federation after due investigation and proof by the National Executive Committee. The member expelled shall have the right of appeal to the National Council.
- ii. An affiliate that fails to remit Annual Fee consecutively for two years shall be deemed to have been disaffiliated; every such affiliate however , shall be reaffiliated by the decision of the National Executive, after all the dues are cleared up to date.

23. Filling the vacancies

Any vacancy in the National Executive except those of the office – bearers during the course of the term shall be filled by the National Executive in its meeting after such a vacancy occurs.

24. Removal of difficulties

If any difficulty or doubt arises with regard to the operation and interpretation of the rules of the Federation the decision of the President shall be final.

25. Amendment in the Constitution

Any change in the constitution on the A.I.S.T.F. can be effected at the time of the National conference if two- third of the present members of the National Council members present and voting approve of it. The person who wants to bring any amendment in the constitution shall send his proposal one month before the date of the conference to the General Secretary.

26. Special Conference

If need be, a special conference may be summoned at any time within the year by the General Secretary with the previous approval of the National Executive.

27. Resolution

Resolution considered and passed by the Subject Committee will only be placed for discussion and voting in the open session. Resolution which has not been brought up in the Subject Committee may be placed before the open session with consent of the President if one- third of the present members of the General Council sign a requisition for doing so.

28. Subject Committee

The general body shall act as the Subject Committee and the Reception Committee shall nominate 5 members to it who shall take part in the meetings of the Subject Committee.

29. President of the Subject Committee

The President of the AISTF shall preside over the meeting of the Subject Committee and National Conference.

30. Suits and Legal Proceedings

- i. All suits and legal proceedings by or against the Federation shall be in the name of the General Secretary of the Federation.
- ii. The language for the working of the Federation shall be Hindi and English both.

(As amended at the meeting of the National Council held in Hyderabad on July 21, 1990)

AISTF had 35 state teachers' organizations as affiliates, from all the states (Provinces) of India. The state organizations have "units" in almost all the Districts. At least 400 Districts have representative organizations. AISTF represents 'middle section' of the body of school teachers, teaching in VI standard to XII standards; also in the composite school system, teachers teaching classes from 1st to XII are its members.

B. LIST OF AFFILIATES STATE ORGANISATIONS

| | |
|-------------------|--|
| Andhra Pradesh | 1. State Teachers Union, A.P. |
| | 2. Andhra Pradesh Upadhyaya Sangham |
| | 3. Andhra Pradesh United Teachers' Federation |
| Bihar | 4. Bihar Secondary Teachers Association. |
| Delhi | 5. Delhi Adhyapak Parishad |
| Goa | 6. All Goa Secondary School Teachers' Association. |
| Gujarat | 7. Gujarat Secondary School Teachers' Federation. |
| Haryana | 8. Haryana Prant Adhyapak Sangh |
| Himachal Pradesh. | 9. Himachal Government Teachers' Union |
| | 10. Himachal Shikshak Mahasangh |
| Jammu & Kashmir | 11. All J& K and Ladakh teachers Association |
| Karnataka | 12. Karnataka Rajya Shikshak Sangh |
| Kerala | 13. Aided School Teachers' Association. of Kerala. |
| | 14. National Teachers' Association of Kerala. |
| | 15. Private School Teachers' Association. |
| Madhya Pradesh. | 16. Madhya Pradesh Shikshak Sangh |
| Maharashtra | 17. Maharashtra Madhyamik Shikshak Sangh |
| | 18. Maharashtra Madhyamik Shikshak Parishad |
| Manipur | 19. All Manipur Secondary Teachers' Association. |
| Orissa | 20. Orissa Secondary School Teachers' Association. |
| Punjab | 21. Government Secondary Teachers' Union of Punjab |
| | 22. Government Secondary School Teachers Union of Punjab |
| | 23. Punjab State Recognized teachers association |
| Rajasthan | 24. Rajasthan Shikshak Sangh (S) |
| | 25. Rajasthan Shikshak Sangh (W) |
| Tripura | 26. Tripura Government Teachers' Union |
| | 27. Tripura Non Government Teachers' Union |

Tamil Nadu
Teachers'

28. Tamil Nadu Graduate and Post Graduate
Association

Uttar Pradesh

29. Tamil Nadu Asiriyar Sangh

30. Uttar Pradesh Madhyamik Shikshak Sangh

31. Uttar Pradesh Madhyamik Shikshak

Sangh (Thakurai)

West Bengal

32. All Bengal Teachers' Association

33. Secondary Teachers' and Employees Association.

34. Bengal Teachers' Association

35. Bangia Shikshak O Siksha Karmi Sangha

Around 1989, AISTF got affiliated to WCOTP (World Confederation of teaching professionals). In April 1989, the representatives of AISTF, AIPTF, and AIFEA joined hands and decided to constitute a joint action council of teachers.

An organization by the name SAARC council of teachers' organization also was formed in April 1989 with the representatives of India, Bangladesh, Nepal and Pakistan. The then president of AISTF Mr. Shyam Sunder Rao became the Vice Chairman while the General Secretary of AISTF Mr Rana Pratap was elected as Vice President of SAARC Council. Arun Daunde of AIPTF was elected as the chairman.

With its affiliation with WCOTP and consequently with E.I (Education International) after the merger of WCOTP and IFFTU, A.I.S.T.F. undertook many new challenges. The organization aimed at strengthening its own rank and file by providing them training in trade unionism, i.e. providing skills for collective bargaining, negotiation, communication skills, report making and other important aspects of union activities. On the other hand A.I.S.T.F also worked for the greater cause of education, the accountability of teachers through professional development.

After the Jwalamukhi Conference in 1993, A.I.S.T.F with the support of C.T.F (Canadian Teachers Federation) established four centers in Bangalore, Bhopal, Delhi and Patna, for undertaking four innovative programmes. These centers were

1. Communication Centre at Delhi

Primarily responsible for the publication of bi-monthly newsletter of A.I.S.T. F. and developing National and international Co-ordination through communication between NGOs, government bodies, educationists and politicians.

2. Physical and Social Environmental Centre at Bhopal

Madhya Pradesh: The centre in Bhopal was established to create awareness about environment and also to take up training programmes of teachers for environmental protection. The training provided them with inputs to bring changes in the school curriculum for healthy and happy living and for the growth and development of social consciousness among the teachers and learners.

3. Professional Development Centre at Bangalore

Karnataka. The centre at Bangalore provided professional development training to the secondary teachers in the country.

4. Union Education Centre at Patna

Bihar. The Patna Centre was named as Trade Union training centre. Some of the members of AISTF have been trained in Trade union skills either by WCOTP/ILO sponsored training at Clyde Cameron College Australia or at John Thompson training at Canada. All skills including conducting a meeting, making resolutions, drafting memorandums etc.. are taught in the trainings conducted by this centre. The persons already trained at international level work as Resource persons in this center.

The Delhi Centre known as Communication Center was entrusted to disseminate information on advancement of technology in education and changing trends in education. The centre also took responsibility of publishing a bi-monthly newsletter entitled **AISTF newsletter**. Communication centre also took charge of collaboration with national and international bodies like MHRD, NCERT and other institutes of educational research and

training, universities and social organizations in India and teachers federations like C.T.F (Canadian Teachers Federation) ATU(Australian Teachers Union) many others and E.I (Education International). The centre particularly worked towards strengthening common school system as recommended by Kothari commission. Towards this end the leaders of AISTF wrote letters and held talks with concerned personnel in MHRD and NCERT. Based on the continual persuasions by AISTF leadership, the Department of Teacher Education and Extension NCERT, held a national seminar on common school system on Jan 22 and 23, 1998. The members of AISTF were also invited for this seminar where they made important interventions.

Every centre had a director under whose guidance all the activities were planned and undertaken. The director of the centre is also the chairman of the project implementation committee at the centre. All the centers were provided necessary infrastructure and support from all sections of educationists, groups of dedicated workers drawn from state organizations, persons from reform and social service.

At the central level a project implementation committee was established to monitor all the components of the project. This C.T.F (Canadian Teachers Federation) funded project had funding for office establishment equipment, stationary , postage, clerical and manual assistance, publication of AISTF newsletter. The four centers had funding for various trainings and workshops, research and developmental programmes for reform in education system. Apart from foreign funding centers mobilized their own extra resources also.

The commencement of these centers helped in the development of human resource workshops held at all the four centers providing orientation to teachers drawn from various states. The participants were offered courses not only in pedagogy and various techniques involved in class-room teaching but also in union-building, collective bargaining, leadership development in order to enthuse them and motivate to become better school teachers and union members.

All the centers worked very effectively until early 2000. The professional development centre at Bangalore Trained many teachers from all over India. The centre also published a book entitled 'INDIAN CONTRIBUTION TO THE WORLD OF SCIENCE'. The period from 1993 to 1997 was a golden period in the history of A.I.S.T.F. The organization held many meaningful programmes for teachers and raised voice for better education. Unfortunately in 1998, after a rift in the organization it got fragmented.

The organization now has been divided into two groups, each having different political ideology. One faction is based in Patna while the other group has its office in Delhi. After talking to all the functionaries of AISTF (Delhi group) the investigator found out that AISTF from the very beginning had the leadership of the persons from two divergent political ideologies. There was a fine amalgamation of some people of communist thought and ideology and some others influenced by Rasthriya Swayamsewak Sangh (R.S.S) and Bhartiya Janta Party (BJP) The common aim for both the groups was the welfare of teachers and overall quality education. Whenever the leaders were united and focused, the organization worked very well. Infact the organization touched new heights in 90's with its affiliation with E.I, active participation in SAARC region and with the establishment of women network.

At the end of the year 1993, along with the establishment of four centers, women wing of AISTF was also established. This was based on E.I's policy and resolutions on empowerment of women teachers. Thus following the basic principles of E.I on women empowerment, AISTF women wing was formed with following main objectives:-

- i. To increase the number of women in leadership position within AISTF.
- ii. To increase awareness of the role of women in teaching and in teachers' organizations.
- iii. To develop an action- plan and strategies to increase the number of women in important leadership positions within AISTF.
- iv. To initiate development of women teacher's council in every affiliate organization of AISTF.

- v. To identify the special problems pertaining to service of women teachers in India and;
- vi. To prepare women teacher leaders for the tasks for ending all kinds of discrimination against women and the girl child.

The women vice president and secretary of AISTF were designated as the members responsible for women wing. After the conference of AISTF in Jwalamukhi in 1993, the women wing was constituted in December 1993 by nominating one women representative from each state. The constitution of the women wing of AISTF was as follows:

- i. All India President - one
- ii. All India Secretary – one
- iii. Members of women wing Adhoc Committee (members from different states) – four

The women wing conducted many workshops and activities based on the empowerment of women in general and empowering women teachers as excellent leaders in the organizations in particular. The members of women wing attended conferences in Kathmandu and in Bangkok in 1994 on various issues related to women. Many other workshops related to gender discrimination and women issues were also held at N.C.E.R.T, New Delhi from 1994 till 1999.

Apart from all these activities, AISTF along with AIPTF and a group of educationists in a series of workshops facilitated by NCERT evolved a code of professional ethics for teachers in 1997. A copy of this code along with code of professional ethics by Education International (E.I) was published by the education communication centre of AISTF in 2002.

From 1994 to 1997, AISTF closely co-coordinated with all other national level school teachers' organizations.. All the Secretary Generals of AISTF, AIPTF and AIFTO shared a very cordial relationship. Many joint programmes were held. A women network programme convened by E.I was jointly conducted and attended by women members of

AIPTF, AISTF and AIFTO at Delhi in 1994, for the first time in the history of teachers' organizations. Other educational programmes included improvement of quality of education by organizing training programmes and orientation courses for its members. AISTF also worked to make the secondary teachers agree to the implementation of code of professional ethics. The catchy slogans given by AISTF leadership showed their concern about **common school system** and reforms in education. These slogans were:-

'Let Krishna and Sudama read in one school' (कृष्ण और सुदामा को एक ही विद्यालय में पढ़ने दो) and

'Quality Education is the right of every child and responsibility of every teacher.
(अच्छी शिक्षा प्रत्येक बालक का अधिकार व शिक्षक का कर्तव्य है।)

The basic policy of AISTF has been to help teachers develop professionalism, skills in different areas of education for better school education, thereby enhancing the status of teachers as professionals. AISTF also sought co-operation of government, communities, NGO's and educational institutions in all the states.

The organization grew because of the hard work and vision of its leaders. After the sudden demise of the General Secretary of AISTF in 1997, things started changing. The leaders with different political ideologies, who were working in a understanding manner, under the leader ship of the visionary secretary general, started showing differences. All the funded programmes including publication of newsletter with international funding continued up to the year 2000. In May 2001, national conference was held at Ponta Sahib (H.P). As per the norms, elections were to be held at this national council meeting. When the results of the election were declared, the President, General Secretary and Treasurer were all from one group i.e. RSS –BJP dominated group. That was the turning point in the history of AISTF. The other group of communist ideology walked out in annoyance. The results were sent to the registrar societies and also intimated to E.I office in Brussels, Belgium.

There was misunderstanding between the two groups and ultimately a legal case was initiated between the two groups. As a result, all bank operations were blocked. Foreign funding totally stopped with the ruling from the court. Bank operations were again allowed in December 2002 only for the pending amount. The money received from overseas funding agencies could also be utilized in 2005 after lot of persuasion, but no new funding was allowed.

In these turbulent times E.I. in its handbook of 2001 included the names of the elected leaders of AISTF (RSS-BJP Group) as its affiliate. E.I also invited one of its members as delegate in the EI conference in Malta from 6-9 Nov-2002. Some how through a letter dated July 22, 2004 , E.I Asia Pacific regional office sent a communication to other faction (communist group) that their organization by the name AISTF has been recognized by E.I . The name of this organization with its nominated leaders was published in the Handbook of E.I. in 2004 issue at Page no. 126. The name of the organization is placed at S.No. 164 out of total 345 affiliate organizations'.

The matter is still sub-judice and both the factions are running parallel organizations by the name AISTF. The office of the AISTF (RSS-BJP) group is situated in Delhi at Maujpur, the office of the other group (Communist) is located at Patna, Bihar. As per the delimitation of the research, the activities of Delhi based faction were studied.

The AISTF (RSS-BJP) group held its National Conference in 2003 at Jodhpur and in 2005 at Mumbai. The physical and social environment centre which was being run at Bhopal has been shifted to Jodhpur in Rajasthan. This was done due to the scarcity of funds and human resources in Bhopal to run the centre. The trade union training centre has also been shifted to Cuttuck in Orissa from Patna.

The Bangalore centre is still carrying on its professional development programme, but it is not being done under the leadership of AISTF. All the programmes are being managed by the state organization of school teachers of Karnataka and confined to that state only.

At present the membership of the AISTF (RSS-BJP) faction is five lakhs. There are 25 affiliate state organizations. As per the revised norms approved in the national executive in 1998, each member state organization pays 20 paise per member per year to the national organization. If the number of members in a state are less than 300, then minimum amount of Rs 300/- per annum has to be deposited by the state affiliate. The deposition of affiliation fee gives them the right to vote in the national executive elections. The national executive also decides about the programmes to be taken up in a year.

C. SOME RECENT ACTIVITIES TAKEN UP BY THE ORGANIZATION.

a) Crusade Against Sex Education

The AISTF leadership is against sex education being imparted in the class –rooms. The members feel that this is against national culture & ethos. The organization has presented its point of view through print and electronic media and also presented memorandum to the concerned government minister and officials.

b) Processions and Rallies under the Banner of ^f'k{kk cpkvks vkUnksyu* Alongwith other teachers' organizations including Akhil Bharatiya Rashtriya Shaishik Mahasangh (AMRSM), the National Democratic Teachers Front (NDTF), the Lok Tantrik Adhyapak Manch (LAM) and the Delhi Ahyapak Parishad (DAP), A.I.S.T.F staged a demonstration in New Delhi against the communalization of education.

The representatives of the organizations also presented a memorandum to the union HRD minister.

The memorandum stated, "Be assured that right thinking and Nationalist Indians will not tolerate the abuse of mother India by an organized minority sworn to destabilize her nationhood". They are against the distorting and misguiding information being published in NCERT books. The agitations under Shiksha Bachao Andolan (^f'k{kk cpkvks vkUnksyu*^{1/2} are continuing.

To carry out the various activities effectively the leadership of AISTF has constituted four committees. State affiliates are assigned to co-ordinate the committees and their activities. The four committees are

1. Academic Committee

The activities conducted by this committee are predominantly academic in nature. State affiliate organization of Himachal Pradesh is the co-coordinator, Madhya Pradesh and Tamilnadu affiliate organizations are associate –coordinators for academic committee. The programmes organized by this committee include professional development programmes, publication and research.

2. Pay Scales and Service Rules Committee

This committee studies the service rules, pay scales of teachers in various states. They work as advisory committee in case there is any anomaly or representation to be submitted regarding service matters. The co-coordinator for this committee is state affiliate organization of Rajasthan and associate co-coordinators are state affiliated organization of Tamilnadu and Madhya Pradesh.

3. Organizational Activities Committee

This committee deals with the works within the organization like holding meetings, sending communications etc. The General Secretary of AISTF being from Maharastra, the main co-coordinator of this committee is state affiliate of Maharastra and associate co-coordinators are state affiliates of Uttar Pradesh and West Bengal.

4. Agitational Committee

This committee is responsible for planning and executing agitations for the cause of teachers' welfare or for other causes related to education. The national secretary for this committee is the president of AISTF and all other members of the executive committee become the member of this committee automatically.

All these committees meet once in three months. In the last two years these committees held following activities.

- i. **Nation –wide signature campaign** was launched against the tempering of syllabus in every state, tehsil and district. Press conferences were called. The memorandum signed by the teachers from all over India was presented to the prime minister, union HRD minister and all concerned ministers of state. A case regarding tempering of curriculum was also admitted in the court.
- ii. Another **signature campaign against recruitment of Para teachers** was launched in 2005 and 2006. Memorandum to this effect was presented to prime minister and union HRD minister.
- iii. In Dec. 2005, an agitation was held on Jantar Mantar Delhi demanding that the education should not be under the preview of World Trade Organization. **(WTO) Privatization of education must be stopped.**
- iv. Every year from 12 January to 23 January (from the birthdate of Swami Vivekanand to the birthdate of Subash Chander Bose) accountability fortnight **14drZO; cks/k i[kokM+k½** Is celebrated. In this fortnight teachers all over India take a pledge to work for the cause of education and students with complete dedication.
- v. Blood donation camps, tree plantation in monsoon and sending greetings to teachers on Hindu New Year are regular activities of AISTF.
- vi. Awareness rallies about child labour and workshops on ‘right of the child’ are organized periodically. After every conference a smarika **¼Lekfjdk½** is published .This publication includes the text of all the lectures delivered and also articles by eminent educationists and leaders.

As already stated, from 2004 onwards E.I. has recognized the other faction of AISTF (communist group) as their affiliate of secondary teachers from India. The head office of this organization AISTF (communist group) is based in Patna. It was therefore difficult to

know the details of that faction. As per the report of the general secretary of this group, presented at the biennial conference held in Pune Maharashtra on 7th & 8th Feb.2004, there was an effort to unite the two factions of AISTF by E.I. This faction states that due to intransigence of the people on the other side, the efforts of E.I to forge unity failed and they forced us to resort to legal processes. As a result of the split of AISTF after 2001, no meaningful work is being done. The professional development programme has suffered along with other programme because of disunity within the organization.

3.7 SOME OF THE PUBLICATIONS OF AIPTF, AIFTO, AISTF AND EI HAVE BEEN FEATURED HERE.

A REPORT ON GLOBAL ACTION WEEK

2006

EVERY CHILD NEEDS A TEACHER



WORKING
GROUP 4 GLOBAL
ACTION
WEEK

ALL INDIA PRIMARY TEACHERS' FEDERATION NEW DELHI

Global Action Week

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

All India Primary Teachers' Federation



AIPTF / EI / CTF / TSF

Professional Development Project

Report

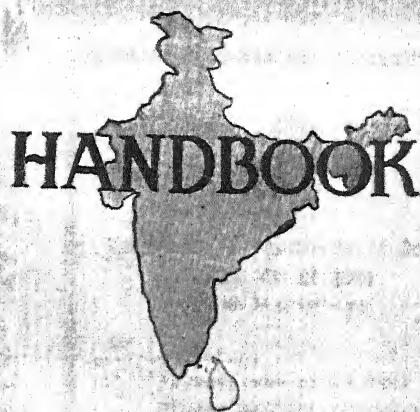
On

Implementation during 2004-05

All India Primary Teachers' Federation

41-Institutions' Area, D-Block, Jorhapat, New Delhi-110052
Tel. 25531839, 25529671, Fax : 25531771, E-mail: aiptf@india@yahoo.com

AIPTF



1987

PUBLICATIONS OF AIPTF


ALL INDIA PRIMARY TEACHERS' FEDERATION

CONFERENCE ON
Right to Education
Bill, 2005

22nd to 24th June, 2006

VENUE : D-41, Shiksha Bhawan Institutional Area, D-Block, Janakpuri, New Delhi - 110058

REPORT



ALL INDIA PRIMARY TEACHERS' FEDERATION NEW DELHI
DELHI OFFICE
11 Institutional Area, D-Block, Janakpuri, New Delhi - 110058. Tel: 28520671, 28522039
Fax: 28525271, 28524335. E-mail: aipdf@delhiyanoo.com

A BRIEF REPORT

OF
Seminar on Communal Harmony and National Integration
The Rights of the Child: The Role and Response of Primary Teachers
The General Council Meeting AIPTF



Conducted by:
ALL INDIA PRIMARY TEACHERS, FEDERATION

In Collaboration with:
EDUCATION INTERNATIONAL



Held at:
CHAUDHARI VISHRANTI GRIHA
AMBALI (GUJARAT)
26TH TO 28TH APRIL 1993

Jagdish Mishra
President

Ram Pat Singh
Secretary General

ALL INDIA PRIMARY
TEACHERS' FEDERATION

15th National Primary Education
Conference

Indira Gandhi Indore Stadium, New Delhi.
31st March to 2nd April, 1985

मखिल भारतीय प्राथमिक शिक्षक संघ
१२ वां राष्ट्रीय प्राथमिक शिक्षक सम्मेलन
इंदिरा गांधी स्टेडियम, नई दिल्ली
दिनांक ३१ मार्च से २ अप्रैल, १९८५

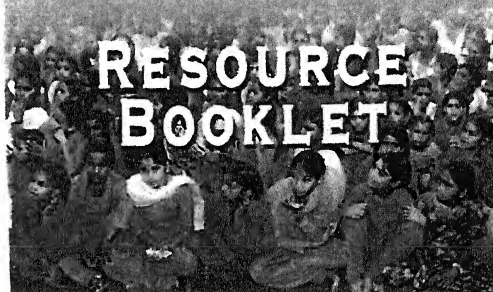
(स्वीकृत प्रस्ताव)

समय पूर्व: श्री Arun M. Dande अध्यक्ष नियुक्त (Jagdish Mishra)
अध्यक्ष President अध्यक्ष Secretaries

मखिल भारतीय प्राथमिक शिक्षक संघ
एडुकेशन इंटर, एम-१ (गुजरात)
All India Primary Teachers' Federation
Education House, Patna-1, Bihar

PROJECT
INDIA

RESOURCE
BOOKLET



All India Primary Teachers' Federation


A joint project between:
The All India Primary Teachers' Federation, The Canadian Teachers' Federation,
The Saskatchewan Teachers' Federation & All Haryana Primary School Teachers' Association

अध्ययन सामग्री
डब्ल्यू० सी० ओ० टी० पी०


WCOTP/CMOPE

एचएम्

ओ० आ० प्रा० शिक्षक संघ



के
मोनस्प से



Certificate of Registration of Societies
ACT XXI OF 1960
No. 14 of 1957-1958

I hereby certify that **ALL INDIA**
PRIMARY TEACHERS' FEDERATION
has this day been registered under the Societies
Registration Act, XXI of 1960.
Given under my hand at **PATNA**
this **TWENTY SECOND** day of **MAY**
One thousand nine hundred and FIFTY-SEVEN.
Inspector General of Registration, Bihar

BSP-Labour-23 11-1,000-21 2-1956-AK

PUBLICATIONS OF AIFTO

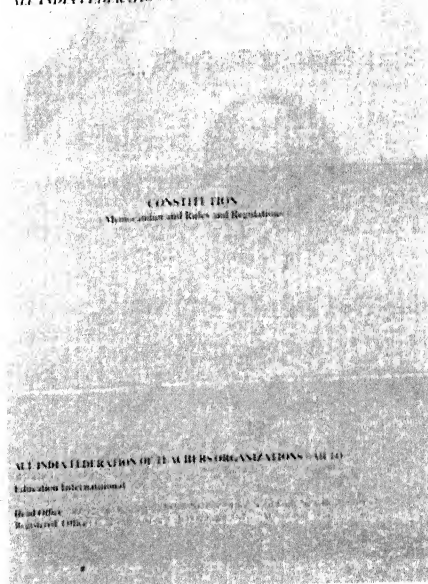


MEMORANDUM

H.E. SHRI BHAIRO N SINGHJI SHEKHAWAT
VICE PRESIDENT OF INDIA

BY
ALL INDIA FEDERATION OF TEACHERS ORGANISATION
REGD. OFFICE: C-226, Bhavik Nagar, Adi Nath Nagar, Odhav,
Ahmedabad - 382415
Phone: 079-22973368, 094270 68991 * Fax: 079-22927301
E-mail: dvpandit@rediffmail.com D. 6 17 7 2007

ALL INDIA FEDERATION OF TEACHERS ORGANIZATIONS



RIGHT TO UNIVERSAL, FREE, COMPULSORY & QUALITY EDUCATION BILL - 2007



Prepared by
ALL INDIA FEDERATION OF TEACHER ORGANIZATIONS
Regd. Office :
C-226, Bhaviknagar, Adinathnagar, Odhav, Ahmedabad-382415.
Phone : 079-22973368, 094270 68991 * Fax: 079-22927301
E-mail : dvpandit@rediffmail.com
Head Office :
RZ-12, Old Roshanpura Extn. Nt. Post Office, Najaf Garh, New Delhi-110043
Phone: 011-25010303

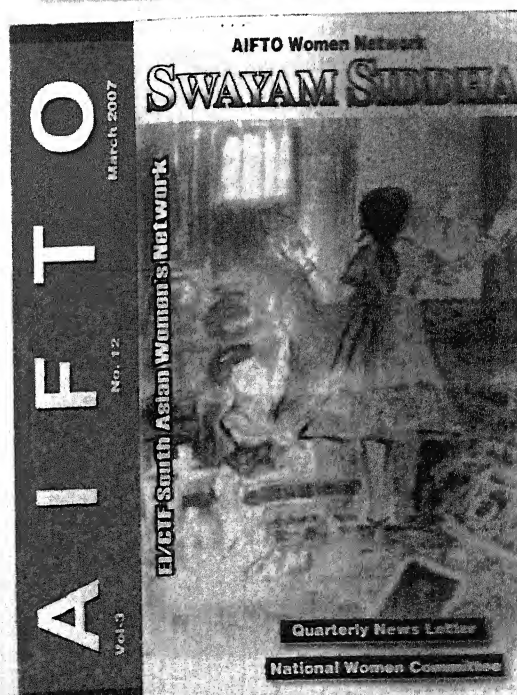
ALL INDIA FEDERATION OF TEACHERS ORGANIZATIONS (AIFTO)

AIFTO UNION ACTIVITY REPORT

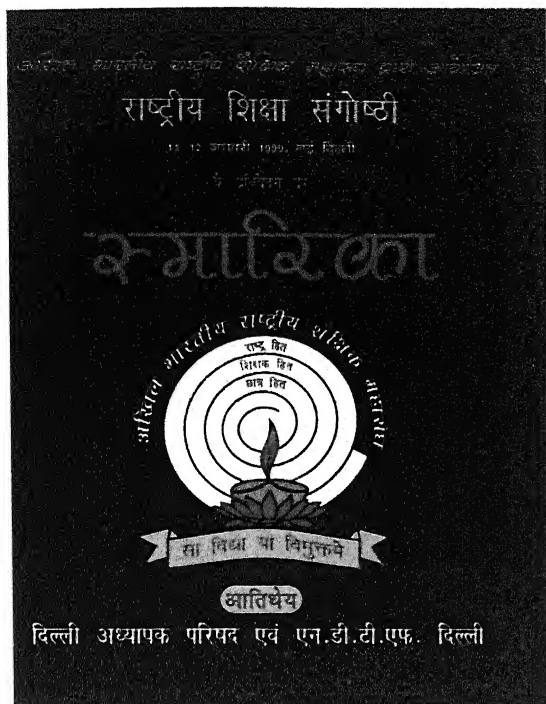
All India Federation of Teachers Organizations
Affiliated to
Education International

Regd. Office: C-226 Bhaviknagar, Adinathnagar, Odhav,
Ahmedabad-382415 Phone: (R) 079-22973368
(H) 079-22928044 (F) 079-22927301
Vid. 09427068991
E-mail: dvpandit@rediffmail.com

Head Office: RZ-12, Old Roshanpura Extn. Nt. Post Office, Najaf Garh,
New Delhi-110043 Phone: 011-25010303



PUBLICATIONS OF AISTF



ALL INDIA SECONDARY TEACHERS' FEDERATION

GENERAL SECRETARY'S REPORT
PRESENTED TO THE XXII STATUTORY
BIENNIAL CONFERENCE

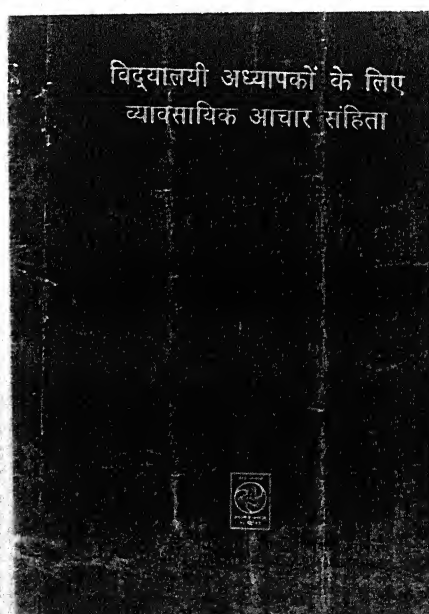
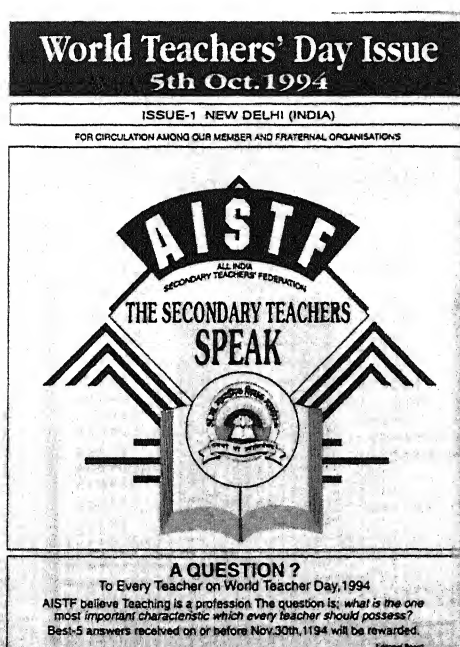
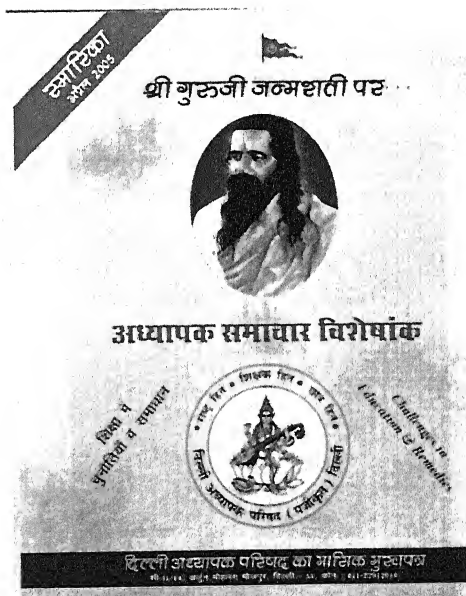
7th and 8th FEBRUARY, 2004
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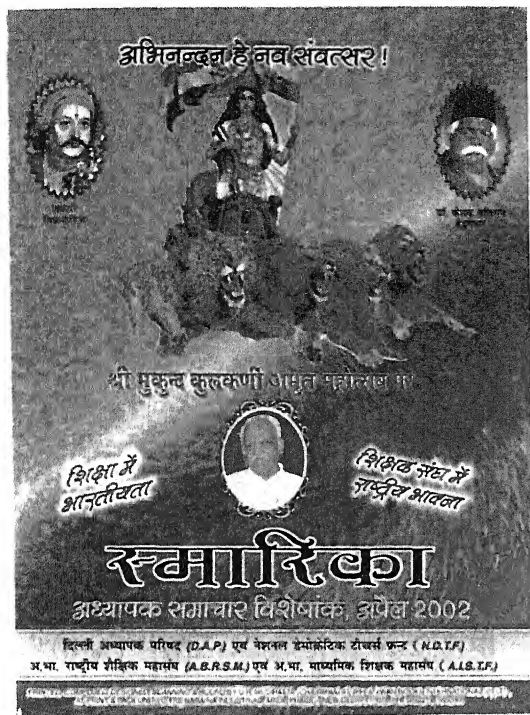
OF THE

All India Secondary Teachers' Federation

(Regd.)



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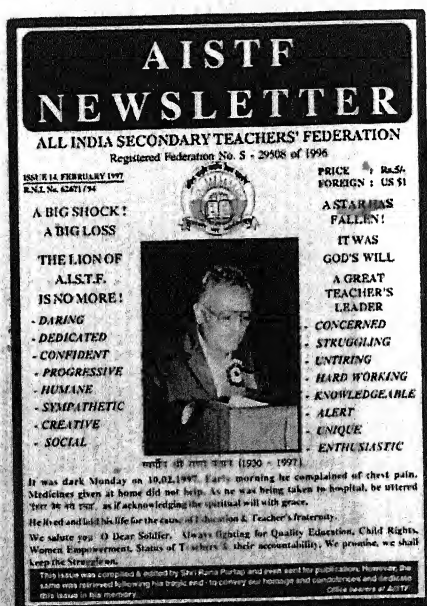
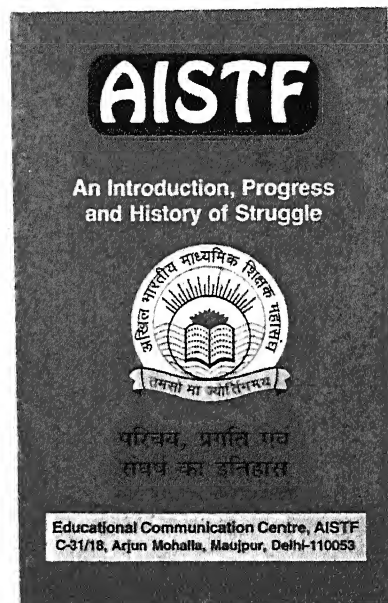
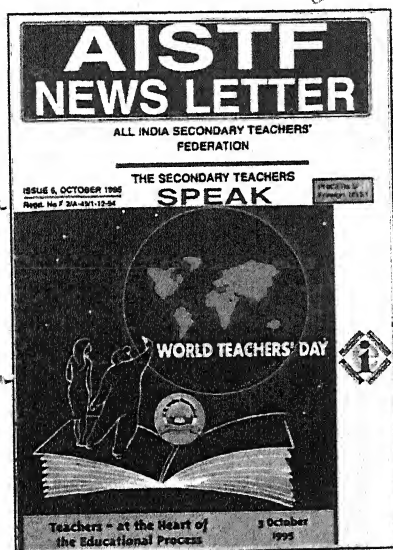
CODE OF PROFESSIONAL ETHICS FOR TEACHERS

Adopted by

A.I.S.T.F.
&
Education International

By

EDUCATIONAL COMMUNICATION CENTRE
A.I.S.T.F.
C-8/302, Yamuna Vihar, Delhi.



नेताजी सुभाष जन्मशती एवं स्वतंत्रता की स्वर्ण जयन्ती पर अध्यापक समाचार विशेषांक



अगस्त 1997
दिल्ली अध्यापक परिषद (पंजीकृत) का मासिक मुखपत्र

Designed, Composed, Printed and Bound by: M.R. Anandani & Co. Pvt. Ltd. 4/25 G.D., 17/18 Mohalla, Delhi-110053

PUBLICATIONS OF EDUCATION INTERNATIONAL



*Education
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The Education International Magazine

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Human Rights/Racism



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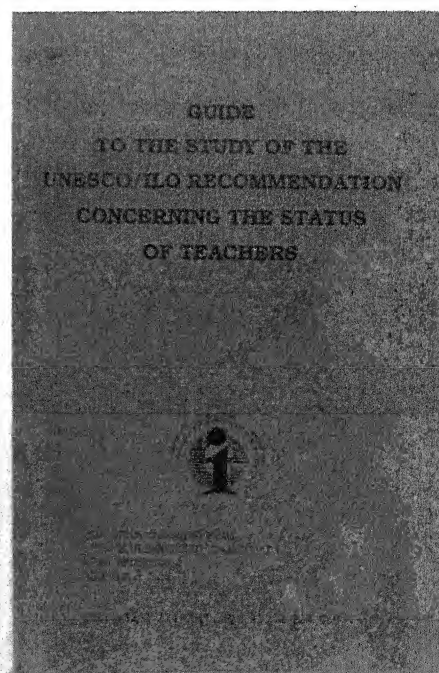
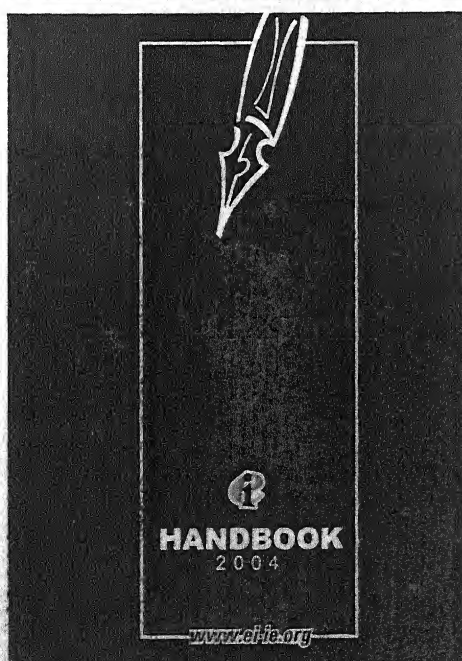
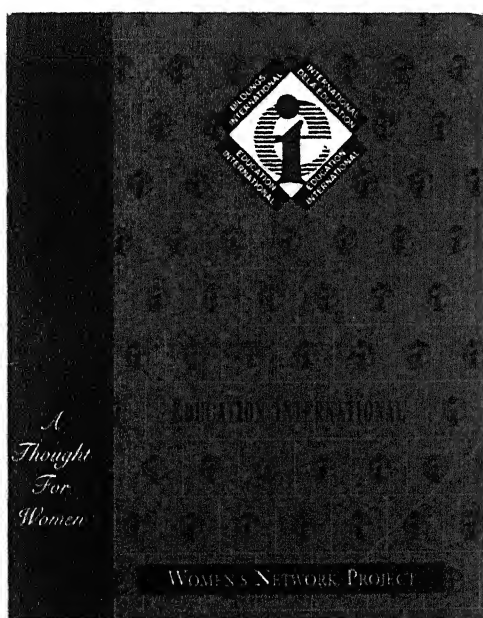
**TEACHERS OF THE WORLD
UNITE IN BERLIN**



Recommendation concerning
the Status of Teachers

Adopted by the Special Intergovernmental Conference on the Status of Teachers,
Paris, 5 October 1966

United Nations Educational, Scientific and Cultural Organization



CHAPTER-IV ANALYSIS AND DISCUSSION

- 4.1 INTRODUCTION
- 4.2 ANALYSIS OF QUESTIONNAIRE
- 4.3 ANALYSIS OF INTERVIEW
- 4.4 CONCLUSION

CHAPTER-IV

ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The first step in obtaining qualitative research involves organizing the data. Qualitative research in voluminous notes from observations interviews, questionnaires and other documents. *The challenge is to make sense of massive amounts of data, reduce the volume of information, identify significant patterns and construct a framework for communicating the essence of what the data reveal* (Paton, 1990). The second step is description of data and finally the data is interpreted and conclusions are drawn. While the major aim of this research was to study the impact of professional development conducted by teachers' organizations on teachers, the other objectives required an in depth understanding of the role & functions of teachers' organizations and their philosophy. With these objectives, all the three Delhi based National level of teachers' organizations affiliated to E.I were studied. The leaders of the organizations were interviewed and literature studied.

The topic of the present research aimed to find out the impact of professional development programs organized by national teachers' organizations of India. While studying these organizations in detail based on case- study method, the investigator found that the professional development program is not being carried out by the majority of national level teachers organizations affiliated to Education international (E.I). The only organization which is conducting professional development program is the organization named all India primary teachers' federation (A.I.P.T.F). Thus the questionnaire comprising of ten questions related to different aspects of professional development program and its impact on teachers was administered to hundred (100) primary school teachers who are the members of the state affiliates of A.I.P.T.F.

This questionnaire was not administered to all the hundred (100) teachers at one point of time. It was given to a group of 30-35 teachers at one time. One of these groups was given to answer the questionnaire when they were attending a three day professional development program at AIPTF office in New Delhi. Afterwards a total number of 50 (Fifty) teachers randomly selected were also interviewed. The interview was based on a structured interview

schedule. Out of hundred (100) primary teachers who answered the questionnaire, thirteen (13) teachers belonged to the states of Haryana, Uttar Pradesh and Punjab. All other respondents eighty seven (87) in number are the member of Akhil Delhi Prathamik Shikshak Sangh, mostly working in the state run municipal corporation primary schools of Delhi. A total number of eighty seven (87) male teachers and thirteen (13) female teachers answered the questionnaire, while 48 (forty-eight) male teachers and 02 (two) female teachers were interviewed.

The question wise analysis of the responses to questionnaire and interview has been done phrasing the statements of the respondents wherever appropriate.

4.2 ANALYSIS OF QUESTIONNAIRE

Question No-1

The first question aimed to find out about the teachers understanding, their expectations, their aspirations from the teachers' organization of which they are the members. This was an open ended question, so as to know 'the mental map' of teachers that with what intentions and expectations they join various organizations. It gave an ample choice to teachers to give their views and responses.

The varied responses of respondents can be classified on the following parameters:

- a) Awareness of rights
- b) Awareness about new and innovative techniques of teaching learning
- c) Problem related to professional aspect
- d) Self discovery and empowerment
- e) Global Exposure
- f) Other related issues.

a) Awareness of Rights and Teachers Welfare

85% of teachers responded that joining an organization helps them to become aware of their rights and duties towards students, school, and society and above all towards the greater goal of development of education and teachers' welfare.

As according to one of the teacher:-

“व्यक्तिगत और अध्यापकहित की दृष्टि से संघ में रहना अति आवश्यक है। संगठन से जुड़कर ही अध्यापक हितों को मजबूती से उठाया जा सकता है, इसलिए मैंने संगठन से जुड़ना ठीक समझा।”

Joining an organization gives them a stronger base, a bigger platform from where one can voice issues related to one's profession, working conditions or welfare of teachers. Another teacher wrote:

“इस संगठन में जुड़ने का कारण था कि हमें अपने अधिकार और कर्तव्य का सही पता नहीं था। मैं पहले अपने सदस्यों के साथ झूझता, तो हमें कोई सही रास्ता दिखाने वाला नहीं था। इन सब बातों की जानकारी के लिए तथा शिक्षा के विकास के लिए ही संस्था से जुड़ा हूँ।”

This response shows that teachers find the organizations very beneficial in helping them to understand about duties, rights and responsibilities. They also learn about latest developments in education.

b) Awareness about New and Innovative Techniques of Teaching & Learning

80% respondents answered that through professional development programs organized by the organization they are able to comprehend the new techniques which equip them with new teaching methods through which a more effective learning can take place in the classrooms.

One of the teachers stated –

“The organization gives me an opportunity to exchange teaching technology & new methodology”.

Through various developmental programmes of the organization, there is an upliftment in the professional aspect of teachers, their content is enriched and they get acquainted and with the newly developed technologies. There is a focus on research works and new areas of knowledge. Teachers feel that this up gradation of skills is necessary to give world class education to school children of India.

c) Knowledge Enrichment and Empowerment

60% teachers join organization to enrich their knowledge. Society is moving with a faster pace, and children have access to knowledge and information from many other sources apart from school. Therefore teachers also need to grow so that there wouldn't be any gap between the pace of the school & society. Also, to be associated with an organization enhances the spiritual and intellectual development leading to reflective thinking. Members help other fellow teachers with a team spirit.

As according to one of the teachers:

“संगठन से जुड़ने से व्यक्ति की, आत्मिक व बौद्धिक आत्मावलोकन की शक्ति का, गुणोत्तर विकास होता है। साथ ही समूहशक्ति की सहायता से वह अपनी व अपने साथियों की मदद कर सकता है। इन्हीं बातों को आत्म-सात् करने हेतु संगठन से जुड़ा हूँ।”

It shows that the motive behind joining an organization is also to equip one self with latest knowledge and enrich content. This leads to empowerment.

d) National/International Exposure

23% teachers responded that such organizations provide an opportunity to exchange ideas not just at State or National level but also at International level. The organization provides a platform to share views related to teaching and other aspects of education, with fellow teachers at a global level. It's a platform to get International exposure about education in general and about teachers in particular.

The response of one of the teacher was

“यह शिक्षक संगठन न केवल राज्य स्तर तक कार्य कर रहा है बल्कि अखिल भारतीय और विश्व स्तर पर भी काम कर रहा है।”

As the world has now been reduced to ‘Global Village’ teachers prefer to join the organizations having International affiliations.

e) For Professional and Personal Problems

59% teachers are of the view that organizations help them in dealing with various problems, both personal and professional, and also strive to provide suitable solutions. The skills and knowledge acquired here help them to deal effectively with the problems related to all aspects of school. A teacher can deal effectively with students, teachers, administration, community and government. A teacher wrote

“शैक्षणिक, आर्थिक, सामाजिक एवं व्यक्तिगत समस्याओं को संगठन के माध्यम से सरकार तक पहुँचाना और उनका निराकरण एवं परिणाम प्राप्त करना और अपना विकास करना।”

This view clearly reflects that through the membership of the organizations all educational, financial and social, personal problems of teachers can be represented to the representatives of the State or National Government and their own departments. One joins the organization for self development also.

f) Other Issues

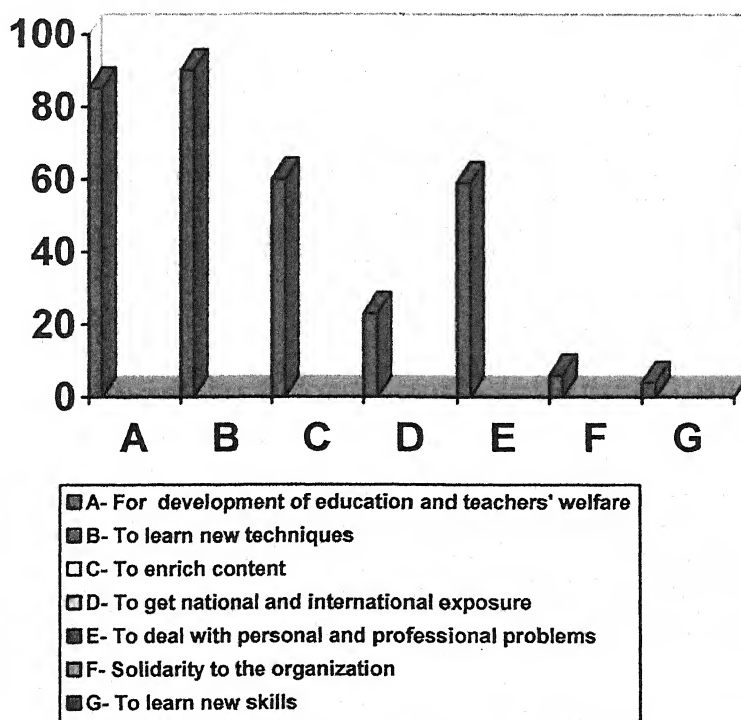
6% teachers join an organization for the sake of solidarity to the organization.

संगठन को मजबूत करने के उद्देश्य से।

4% teachers join the organization to equip themselves with the new areas of knowledge and skills to make them better teachers and to motivate their co-workers.

The responses stated more than one reason to join the organizations. There was thus a lot of overlapping of answers. The graph represents all the reasons given by the respondents.

Figure 4.1: Showing Reasons Given by the Respondents for Joining in the Organisation



Question No-2

In this question, teachers were asked to mark the major areas of work that their organization has undertaken. The areas given to them were

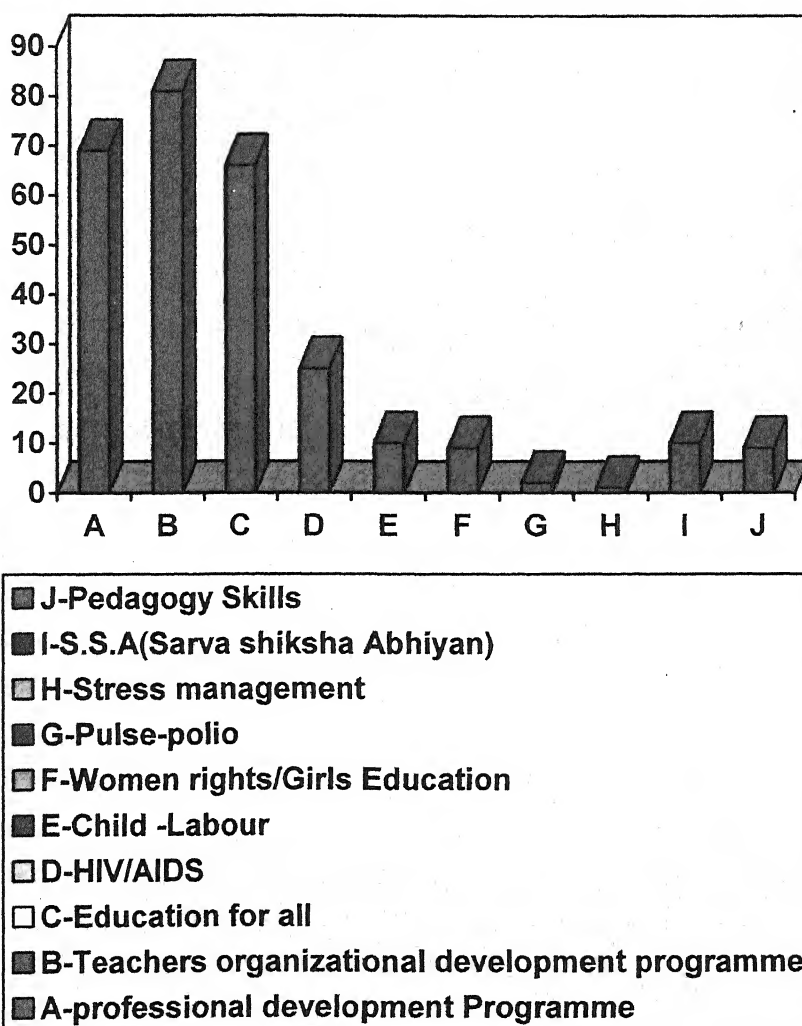
- a) Value Education
- b) Professional development programme (PDP)
- c) Teachers organizational development programme (TOD)
- d) Education for All
- e) Awareness about HIV/AIDS
- f) Any other.

Teachers were asked to tick all the programs taken up by their organization.

- 69% teachers responded that Professional Development Programme (PDP) is the major area of work undertaken by their state organization and National organization. In these programmes teachers are made aware of the new-strategies to teach the subject matter, applying various techniques like-brainstorming, co-operative learning, mind mapping, etc.
- With reference to Teachers Organizational Development programme (TOD), 81% respondents revealed that such programmes/seminars help them to know the skill to work in the teachers organizations or run their bodies/unions. The training on communication skills and leadership makes them a better teacher and leader.
- 66% teachers think that the Education for All (EFA) is a very vital area. Discussions do take place in the organizational programmes to make the teacher aware about the various issues related to it.
- 25% teachers answered that HIV/AIDS is the major area of concern taken up by their state organization but they also feel that due attention is not being given to it; it is a very small component of discussions in various seminars. In their view, a full awareness programme is required to be conducted at National level.

- 10% respondents reported programmes on Child labour, taken up by their organization 9% on the women's rights and girl education, 2% on pulse polio, 1% on stress management, 1% on Sarva Shiksha Abhiyaan and 9% related to the pedagogy skills. All these areas of concern are either imbibed in PDP/TOD programmes or some short duration exclusive programmes. Meetings are also held on the above mentioned topics.
- The answer to this question had more than one programme ticked by the respondents. The graph thus shows the programmes marked by all respondents.

Figure 4.2: Showing the Major Areas of Work Undertaken by the Organization



Question No-3

This question was drafted to understand the extent of participation of teachers in seminars/programmes organized by the organization and whether teachers themselves have organized any such programme or not. The responses show that 90% teachers have attended various programmes organized by AIPTF or its states affiliates. Out of this 31% teachers who attended the programme did not mention the topic/theme of the programme. 44% respondents attended one or more programmes on any one/all topics mentioned below:

- a) Women Education,
- b) Sarva Shiksha Abhiyaan,
- c) Teacher Organisational Development,(TOD)
- d) Professional Development Programme,(PDP)
- e) Programme on eradication of Child Labour,
- f) Resource Persons training.

13% teachers attended seminars twice or more; related to topics mentioned below

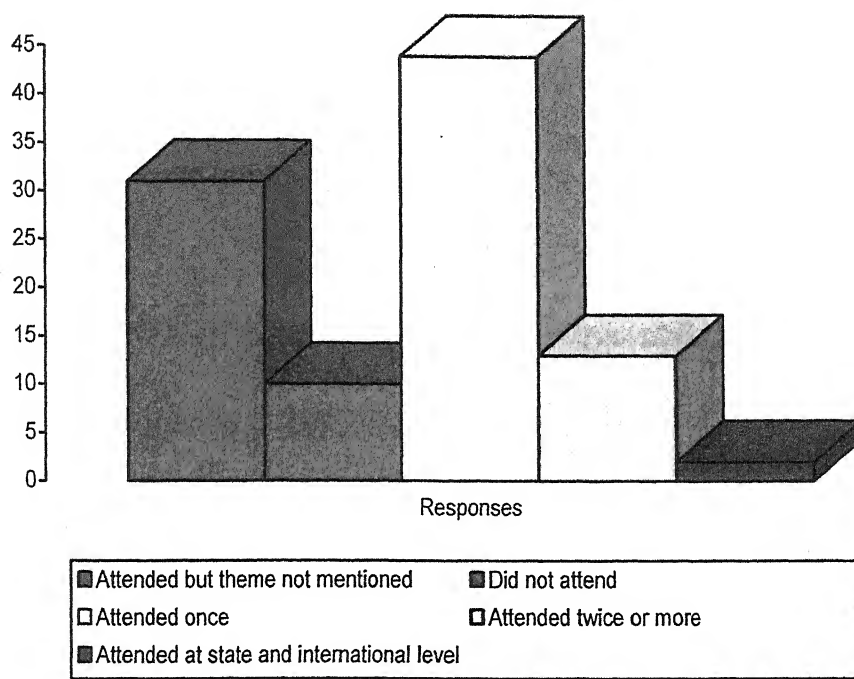
- i. Teachers Organizational Development(TOD) and Professional Development Project(PDP),
- ii. Women Education, Child labour,
- iii. Resource Persons Training and Environmental Education.

10% respondents never became a part of such professional development programmes. 2% teachers attended programmes at the state level and at the international level also. According to one of the respondent, he attended-

- PDP resource person training conducted by Canadian Teacher Federation in Bangalore (3 days); John Thompson fellowship by Education International on 'Leadership Training for Teacher Organization' in Kula Lumpur (Malaysia, 21 days).

It shows that a global platform is also being provided to teachers

Figure 4.3: Representing the Frequency of Developmental Programmes Attended by the Teachers



Question No-4

The fourth question was given to know the various themes/content of the Professional Developmental Programmes that they attended.

The varied responses of teachers can be grouped under the following headings

- Pedagogical aspects
- Teachers role
- Related to rights and duties of teachers
- Other issues

a) Pedagogical Aspects: 52% teachers stated that the theme in such seminars is related to content enrichment and pedagogical aspect of various disciplines like science, mathematics, Hindi or social sciences. Focus is on proper usage of teaching aids and teaching strategies.

One of the teachers stated

“हिन्दी, गणित एवं विज्ञान शिक्षण की नई-नई पद्धतियों के बारे में जानकारी प्राप्त करना।”

This statement shows that teachers upgrade themselves by knowing and learning about new methods, new skills so that the students can learn in an easier and efficient way. There is a focus on content enrichment and its delivery in the classroom. These subjects of Hindi, Maths and Science form the basis of the child at primary level.

Answer of another teacher to the question about the content of the programmes is

“Teaching Aids का प्रयोग करना, शिक्षा कौशल का विकास करना, ज्ञान का विस्तार करना।”

Visual perception lasts for a longer time and increases the time of retention. Training teachers to make and use teaching aids in the class is a step towards the professional development of school teachers. Teachers can actually shape the mental-map of students through effective teaching-learning process.

b) Teacher's Role: 3% teachers reported that the theme of such seminars is related to the role of teachers in society and in school, and also towards the all-round development of a child.

According to one of the teachers:

छात्रों के सर्वांगीण विकास में शिक्षक की भूमिका अहम् है।

This very clearly implies that teachers have to equip themselves with latest innovations, knowledge and information in order to guide and develop their students.

c) Related to Right and Duties of Teachers: 19% respondents responded that the theme/content of the program is related to make the teachers understand their profession, service rules, promotion policies, salary structure and their accountability towards their job. It also includes sessions on women rights, teachers obligation towards students and society.

The theme of the programme according to one of the teachers is:-

.. बच्चों के प्रति अध्यापकों का कर्तव्य और व्यवसायिक दक्षता।

It reflects that in-service training conducted by teachers organizations helps the teachers to become professionally competent and to understand their duty towards their students.

e) **Other issues:** 5% teachers responded that the programmes were based on the themes like – Sarva Shiksha Abhiyaan, Education for all, upliftment of primary education, discussion on right to education bill, etc. From these responses it showed that organization also helps teachers to be aware of the problems and issues of present times and how to raise their voice jointly.

18% teachers responded that the themes of the programmes are related to the problems of students, problems with other staff members, women education, adult education and drop out problems of school-children.

According to one of the teachers:-

इस कार्यक्रम में वह सभी बातों पर चर्चा हुई, जिससे बच्चों का Drop out रोका जा सके, तथा कोई भी बच्चा बीच में पढ़ाई छोड़कर न जाये, विस्तार से चर्चा हुई।”

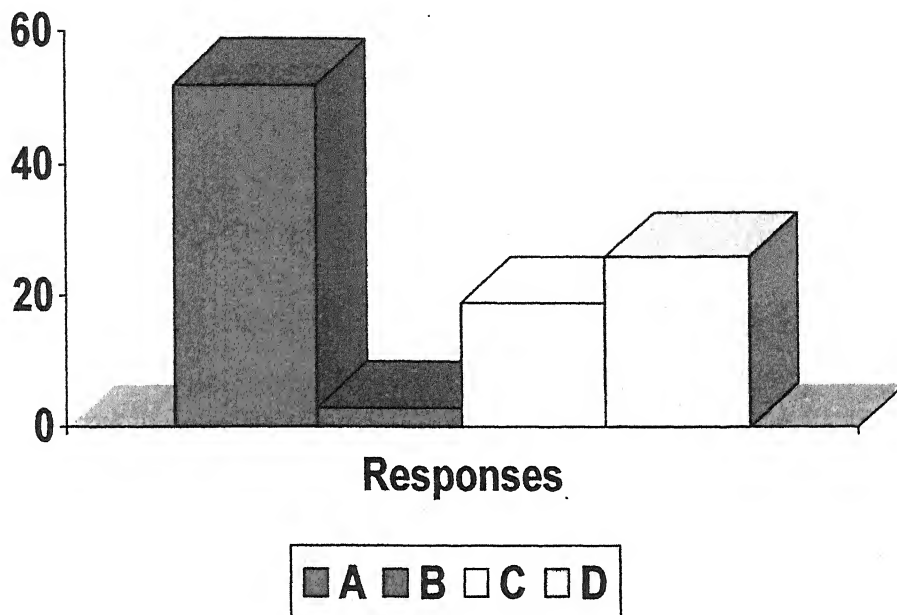
Thus by discussing such problems on a bigger platform helps teachers to know about various issues from different angles and perspectives. Furthermore, it benefits them by getting the right guidance and direction from the experts.

3% teachers responded that the theme of the seminar they attended was eradication of child-labour. One teacher wrote that he learnt to understand :-

“गरीबी और अशिक्षा को जड़ से मिटाना। देश के सभी बच्चों में शिक्षा रूपी दीया की ज्योति जले। यह कार्यक्रम सफल भी हो रहा है।”

Child-labour is one of the biggest hurdles in achieving the goal of education for all, and these issues are being discussed in the seminars, and programmes organized by teachers organization.

**Figure 4.4: Representing the Theme and Content of the Developmental Programmes
Attended by the Teachers**



- A. Pedagogical aspects
- B. Teachers role
- C. Related to rights and duties of teachers
- D. Other issues

Question No-5

The next question was aimed at knowing the difference between in-service programmes conducted by SCERT, NCERT, DIET's or Education Departments and those conducted by the Teachers' organizations.

The teachers' responses are categorized as follows:-

76% teachers were of the view that the programmes conducted by the organizations are more interesting. There is a binding and compulsion in the departmental programmes whereas in the programmes organized by the organization, teachers come due to their own

will and desire. In departmental programmes some selected few are made to attend the programme, whereas in the programmes organized by the organization, everybody gets a fair chance. The programmes organized by the department are compulsory and the consent of the teacher has no meaning.

As according to one of the respondent:-

“संगठन के द्वारा शिक्षा में शैक्षिक गुणवत्ता और लगातार उसमें नये-नये प्रयास किये जाते हैं। संगठन के कार्यक्रम रुचिपूर्ण होते हैं और विभागीय कार्यक्रम में बाध्यता होती है, संगठन सब को बराबर का अवसर देता है, सबको समान अधिकार देता है। जबकि विभाग कुछ गिने-चुने लोगों को।”

It states that teachers give more weightage to the programmes/seminars conducted by an organization. According to them these programmes are more interesting, give opportunity to all to speak, participant oriented, opinions are valued. The programmes/seminars are according to the interest of the teachers. Some other teachers stated that programmes organized by the organization deal with how to teach better in classes, how to deal with students, talk about welfare of teachers and contents, whereas SCERT / DIET programmes deal mostly with the content only. In organizational programmes issues like child labour, education for all, and Right to Education bill are also taken up. Teachers feel that they are able to voice their issues and express themselves better in the programmes organized by teachers' organization. They actively participate in all the activities. The programmes organized by SCERT/DIET/Education Departments are imposed on them and everything goes according to the departmental procedure where the voice of the teacher doesn't make any difference, one of the reasons for the ineffectiveness of these programmes is that a large number of teachers are attended by one resource person.

According to one of the teachers:

“Programmes conducted by SCERT / DIET are on a large scale in which the ratio of resource person to teachers is high but the programmes of the organization have low ratio which also affects the efficiency”.

Another teacher wrote:

शिक्षा विभाग द्वारा आयोजित कार्यक्रमों में जो त्वेनतबम चतेवद आते हैं वे मशीन की तरह निर्धारित समय में अपना भाषण पढ़कर जपुम पूरा करते हैं जबकि संगठन के कार्यक्रम में पहले प्रतिभागी की बात सुनी जाती है।”

Both these responses point towards organization of the programmes and selection of the Resource Persons in the programme conducted by the education departments and teachers organizations.

However, 10% teachers think that there is no difference between the programmes conducted by the teachers’ organization, SCERT or Education department, as all try to work for the upliftment of teachers, students, society, and nation through the means of education.

2% teachers feel that the professional development programme is not conducted in an effective way by DIET’s/SCERT.

According to one of the teachers:-

“The PDP organized by DIET’s/SCERT does not provide any expertise, exposure and in my opinion they all are time passing programmes.”

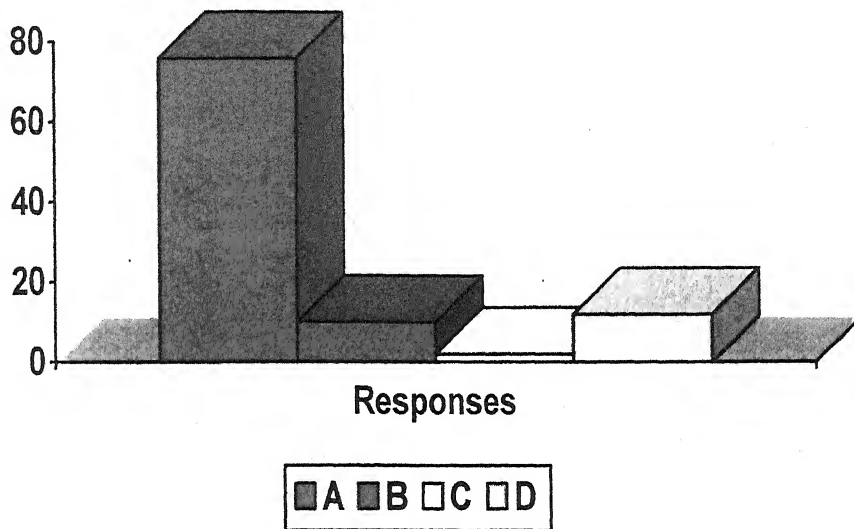
This view shows that teachers want to learn new and latest innovations/trends in education. The demands of the teachers are changing as per the needs of the students and that of society. Thus Resource Persons who are abreast with the latest innovations/knowledge in the field of education are liked by the teachers.

12% respondents think that organizations, and departments of education are different because they have their own ideology, their own style of work, so it can’t be compared. As one of the teacher responded:-

“सभी विभाग अपने-अपने तरीकों से अपना-अपना कार्यक्रम करवाते हैं तथा उसका अपना अलग-अलग शिक्षण होता है।”

Such observations infer that the objectives of the programmes carried out by different organizations/Education departments are different and so the strategies. Thus they cannot be compared.

Figure 4.5: Representing the Difference Between the Programmes Conducted by Education Department/ SCERT/ DIET's and those Conducted by the Organization



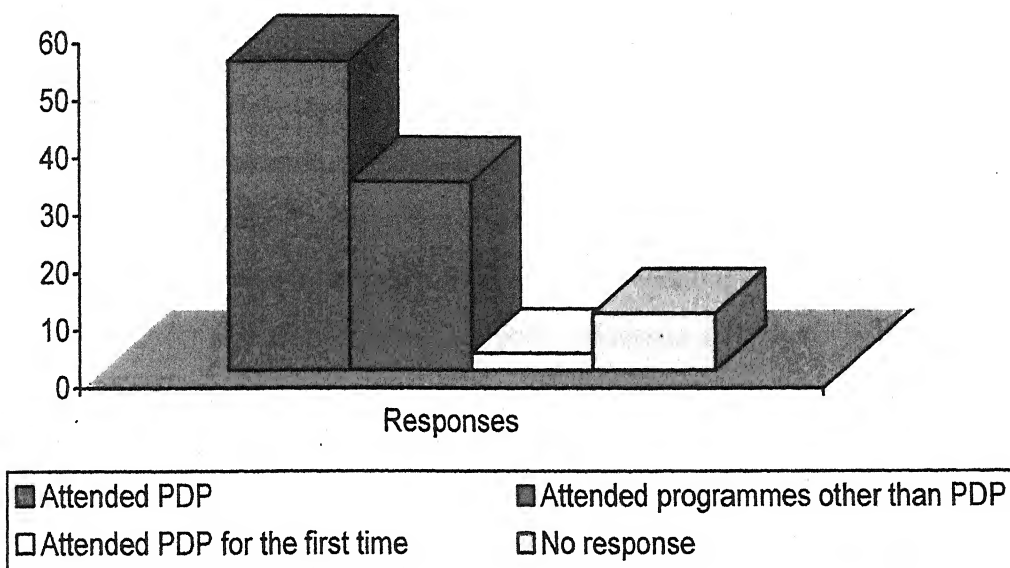
- A. Programmes of teachers' organization are better.
- B. No difference between seminars of organization and others.
- C. Programmes conducted by DIETs/SCERT not very effective.
- D. Difference in programmes due to different set of goals.

Question No-6: This question is basically aimed to have a general idea about the schedule of the programmes and to know how many teachers (sample) have attended PDP programmes.

- 33% teachers responded that they haven't been trained earlier under PDP but they attended other programmes organized by the organization.
- 3% teachers reported that this is their first time to attend a professional development programme organized by their organization.
- Around 54% respondents have attended PDP earlier also and they find it quiet enriching.

With regard to dates and duration about the P.D.P programme attended by teachers, it was reported that sometimes it is scheduled for two,three or five days and sometimes for fifteen days depending upon the need of the teachers. From the responses to this question it was seen that only 9% teachers attended PDP programmes from 1995 onwards and the rest are part of it from 2001 or 2002 onwards.

Figure 4.6: Representing Percentage of Teachers Trained under PDP



Question No-7: The question was aimed to know the impact of professional development programmes on teachers with reference to various aspects like:-

- Teachers attitude towards students
- Introduction to new educational technologies/innovative methods of teaching
- Communication skills
- Sensitization about accountability and professional ethics
- Urge to learn more
- Content command.

The responses to various aspects are being given separately.

a) Teachers Attitude towards Students: 49% teachers find change in their attitude toward students, after attending the Professional Development Programme. Openness, critical thinking, positive approach is felt by the teachers. According to one of the respondents about the impact of PD programme:-

“A teacher builds up good relationship with students, becomes friendly, sympathetic and comes closer to students”.

38% teachers think that learning new techniques, alternative methods of teaching also helps students in classrooms during the teaching-learning process, as students learn more easily through these methods. Moreover students learn in a relaxed environment where teacher is sensitive and compassionate. Mostly learning is through play-way method. Teachers felt that their thinking has been influenced and they have become more compassionate and sensitive towards their students. According to one of the teachers:-

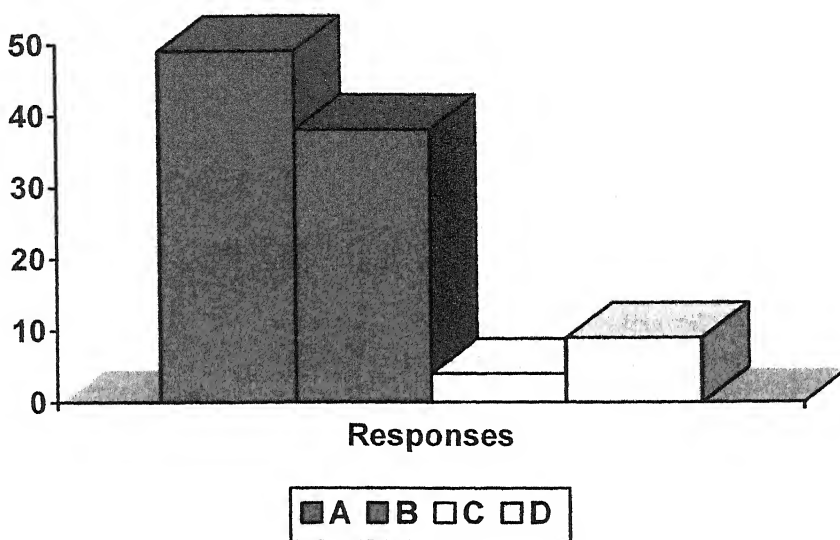
“विद्यार्थियों को प्रेम से शिक्षा देना व उनको नन्हें पौधे की तरह सींचना व पालना तथा शिक्षा को खेल-खेल में देना व उनका चहुमुखी विकास करना।”

Another teacher responded as follows:-

“बालक को केन्द्र मानकर शिक्षा दी जाए तथा शिक्षा को रुचि परक बनाकर बच्चों के सामने पेश किया जाए, जो बच्चा धीरे-धीरे सीख रहा है, उसको भी शाबाशी देकर तथा उनका मनोबल ऊँचा करके शिक्षा दी जाए।”

Thus the Professional Development Programme (PDP) organized by A.I.P.T.F. clearly shifted the attitude of teachers towards their students. They became more sensitive to their needs related to-psychological, social and educational domains. 4% teachers admit that there is a great change in their behavior and now there is no discrimination on the basis of caste, class or gender has reduced. 9% teachers did not respond to this question.

Figure 4.7: Representing the Impact of PDP on the Aspect of Attitude towards Students



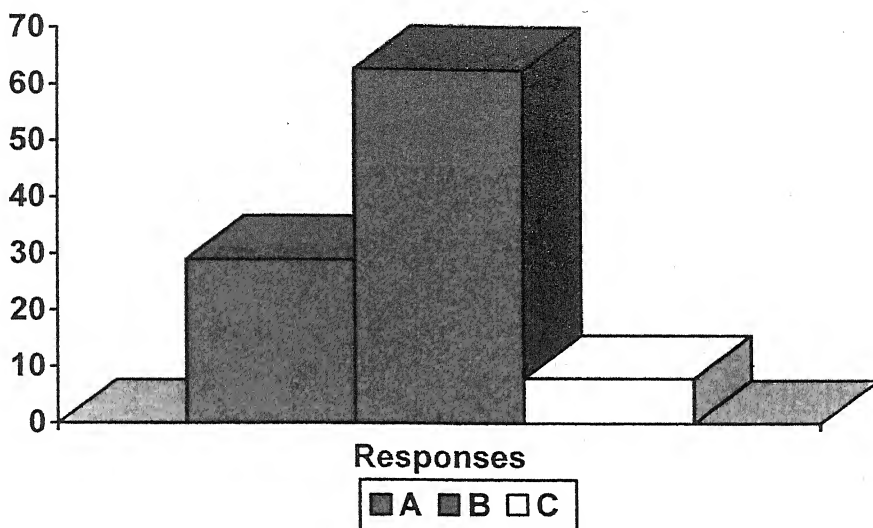
- A. Developed openness and positive approach
- B. Developed sensitivity and compassion
- C. Developed a behaviour of no discrimination
- D. No response.

b) Introduction to New Educational Technologies, Innovative Method of Teaching:

29% teacher responses show that learning/knowing new educational technologies, helped them while teaching students and also empowered them through learning skills in the new developed areas like- usage of computer based learning, audio-visual learning etc. 63% teachers feel that by knowing alternative methods of teaching from such Professional Development Programmes, the teaching-learning process becomes more interactive and easier for students. Teachers themselves also grow. One of the teachers' view is:-

“हमें नवीन शैक्षिक विधियों की जानकारी मिलती है, जो हमारे विकास में बहुत सहायक हैं। मनुष्य लगातार सीखता रहता है।”

Figure 4.8: Representing the Impact of PDP on the Introduction to New Educational Technologies, Innovative Methods of Teaching.



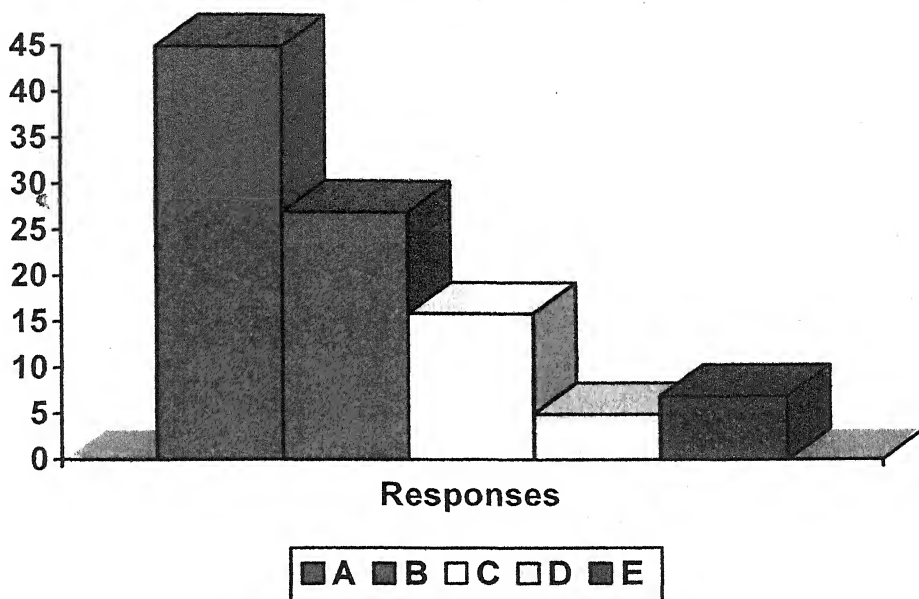
- A. PDP helps teachers in acquiring new skills
- B. New methods lead to easier and interactive teaching-learning processes
- C. No response.

c) Communication Skills: 45% teachers responded that by attending such programmes there is a positive impact on their communication skills. 27% teachers stated that through better communication, a far more better teaching-learning process occurs especially when new areas are discussed with students in the classroom. Teachers admitted that they are able to express themselves more effectively. One of the teachers stated:

“These programmes help us to develop our communication skills and hence our confidence and we are able to convey our thoughts much better to students”.

The Professional Development Programmes thus help teachers build their confidence through better communication skills. 16% teachers responded that improved communication skills help them to come closer to their students and understand them better. 5% respondents believed that this helps in the intellectual development also, as they get a chance to communicate with different persons, experts in the educational field. 7% did not respond to this question.

Figure 4.9: Representing the Impact of PDP on the Aspect of Communication Skills.

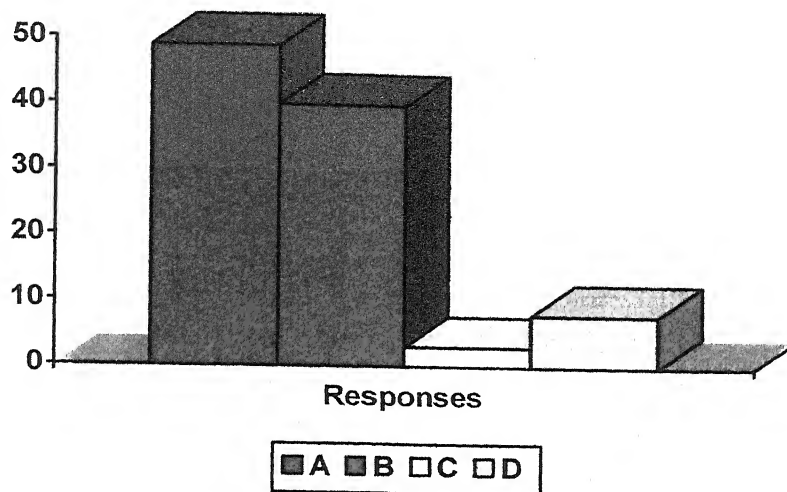


- A. Positive impact on communication skills
- B. Better teaching- learning through effective communication
- C. Better communication helps teachers to understand students better
- D. Intellectual development by communicating with experts
- E. No response.

d) Sensitization and Orientation about Accountability and Professional Ethics: 49% teachers responded that by attending programmes of Professional Development (PDP) or Teachers Organizational Development (TOD), they get to know about the importance of professional ethics. They also tend to become more accountable towards their work, towards students, self and toward larger society. 40% teachers think that awareness about accountability leads to better understanding between teacher and students. In addition to this, it leads to better teaching-learning process and healthy environment in classroom. 3% teachers think that the topic of professional ethics and accountability dealt in these seminars had a great impact on them. They now realize their responsibilities in a new perspective and work accordingly. 8% teachers did not respond. One of the teachers stated as:-

“इस प्रकार के कार्यक्रम के द्वारा व्यवसाय के प्रति जवाबदेही तथा व्यवसायिक आचार-संहिता के प्रति संवेदनशीलता बढ़ती है।”

Figure 4.10: Representing the Impact of PDP on the Aspect of Sensitivity about Accountability and Professional Ethics.



- A. Increase in accountability towards students and larger society
- B. Understanding between student and teacher increases
- C. Realization of responsibilities in a new perspective
- D. No response.

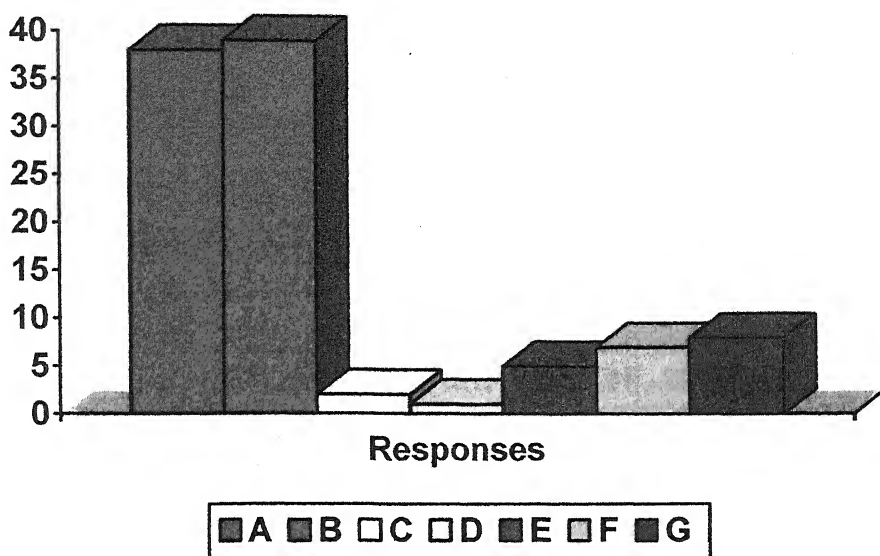
e) Urge to Learn More: 38% teachers are of the view that after attending programmes of Professional Development they are eager to learn new strategies, content and skills. 39% responded that this urge to learn increases by attending these seminars which acts as a great motivating force. Seminars conducted by International experts give a wider exposure to knowledge and techniques used by teachers world wide. 2% teachers think that urge to learn increases because these programmes trigger curiosity to know more. Therefore one tries to find more and more about the areas of knowledge. 1% believe that urge to learn is increased because of attractive books, which contain innovative and new ideas. 5% teachers also think that as humans have a natural tendency to grow, to learn, to know about diverse things, these seminars boost-up this attitude. 7% teachers believe that urge to learn increases which further helps in transacting it to their students. 8% teachers did not respond. One of the teachers stated :-

“जिज्ञासा एक अनबुझी प्यास की तरह बढ़ती है, और अधिक सीखने की चाहत इन सुरुचिपूर्ण कार्यक्रमों में बढ़ती है।”

Another teacher wrote:-

“Urge to learn more is a process in which a person learns in whole life, but it is important how to learn and what to learn. PDP is best in this respect.

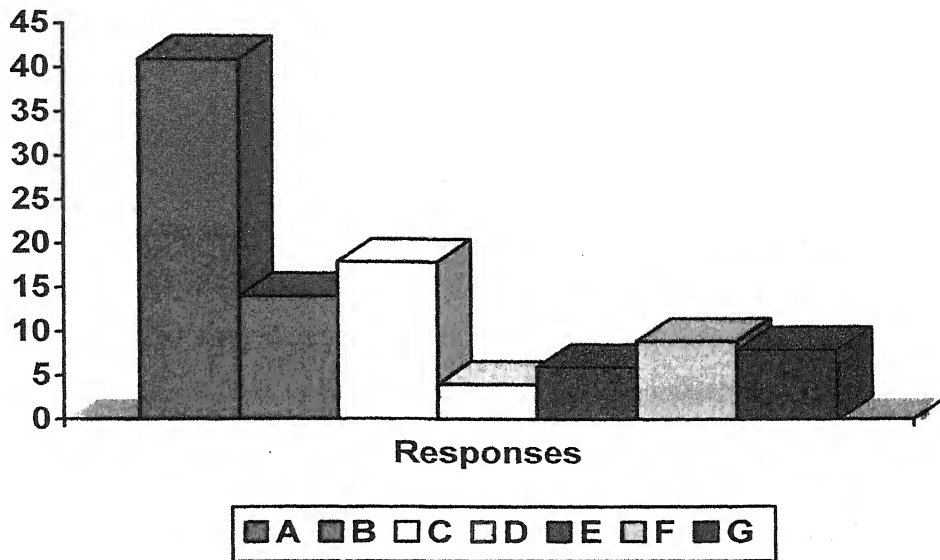
Figure 4.11: Representing the Impact of PDP on the Aspect of Urge to Learn More



- A. Teachers get more curious to learn new things
- B. Urge increases due to motivation
- C. Programmes trigger the curiosity.
- D. Urge increases because of attractive books used in the PDP.
- E. Human tendency to learn increases.
- F. Increased learning is transacted to students.
- G. No response

f) Content Command: 41% teachers think that such seminars help them to enrich the content, thereby having better command on the subject.14% respondents feel that content command brings confidence while teaching in the class.18% teachers believe that due to such programmes ,knowledge is deepened in an effective manner related to various subjects.4% teachers think that a good result is assured as teachers are now able to understand the content and can teach to the satisfaction of the students.6% teachers find that their knowledge in the particular subject area is enhanced and enriched, as they get a chance to learn from experts, specialists.9% teachers think that due to these seminars on content enrichment, they find themselves comfortable while guiding their students.8% teachers did not respond.

Figure 4.12: Representing the Impact of PDP on the Aspect of Content Command



- A. Better command on subjects
- B. Increase in confidence
- C. Knowledge is deepened
- D. Good results are assured
- E. Knowledge increases
- F. Comfortable while guiding students
- G. No response

Question No-8

The eighth question focused mainly on the impact of PDP with respect to changes brought in schools, in classroom teaching and other aspects by teachers. Various parameters were provided to teachers, on which they were requested to write their reactions or their views so as to know the effectiveness of the Professional Development Programs. The different parameters given were:-

- a) Classroom Teaching
- b) Content Enrichment
- c) Dealing with Students
- d) Dealing with Staff
- e) Dealing with Parents and Community
- f) Self Confidence
- g) Skills f Problem-Solving nd Decision Making

The responses of the teachers on different parameters are as follows:-

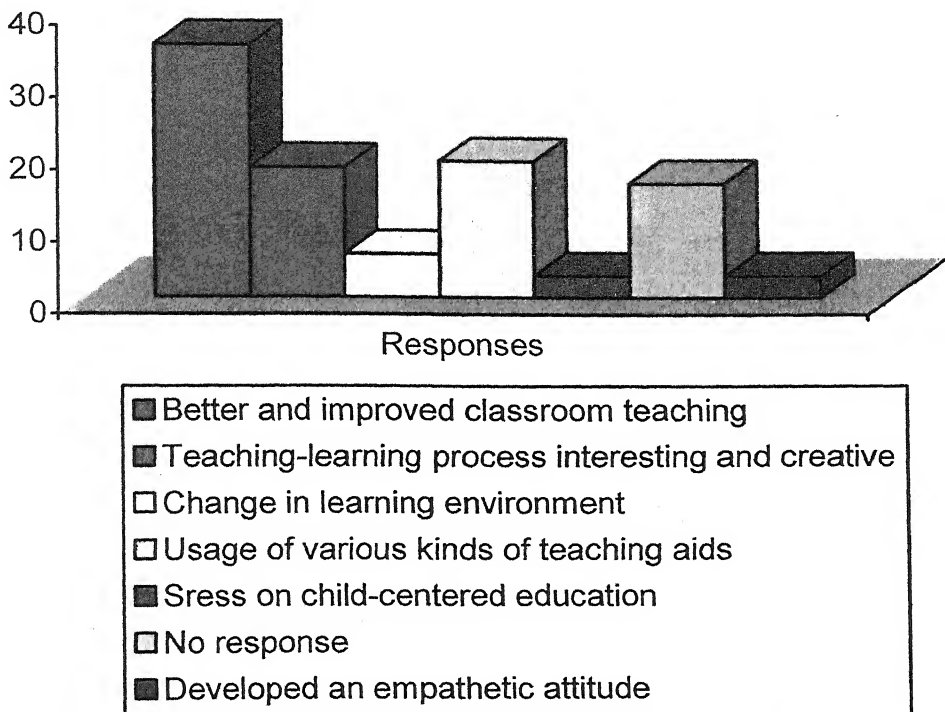
a) **Classroom Teaching-** 35% teachers observed that classroom teaching becomes better and improved by applying the various aspects of the Professional Development programme, which they learnt like mind-mapping, co-operative learning, problem solving, etc. 18% teachers think that the teaching – learning process becomes more interesting, more creative, and more interactive. 6% teachers find a change in the learning environment, as students feel free to question, to clear their doubts. A more fearless atmosphere surrounds in the class, which helps in the over-all development of students. 19% respondents think that by learning and applying new ways and methods of teaching, usage of various kinds of teaching aids like charts, posters, stories, poems, or play-way method teaching-learning process is improved. 3% teachers observed that by attending such seminars, more stress is laid on the child-centered education. 3% respondents developed an empathetic attitude as they are now able to understand the problems of the students and improve their own activities accordingly. The responses of teachers point towards such changes. According to two respondents.

“कक्षा में सम्प्रेषण कौशल व शिक्षण विधियों में परिवर्तन आया तथा बच्चों के ज्ञान का स्तर बढ़ा।”

“हमारी सोच बदली, कक्षा में हर बच्चा सीखे, इसका प्रयास, शिक्षण उबाऊ न हो, इसका भी प्रयास किया गया है।”

16% teachers did not respond to this question

Figure 4.13: Representing the Impact of PDP on the Aspect of Classroom Teaching

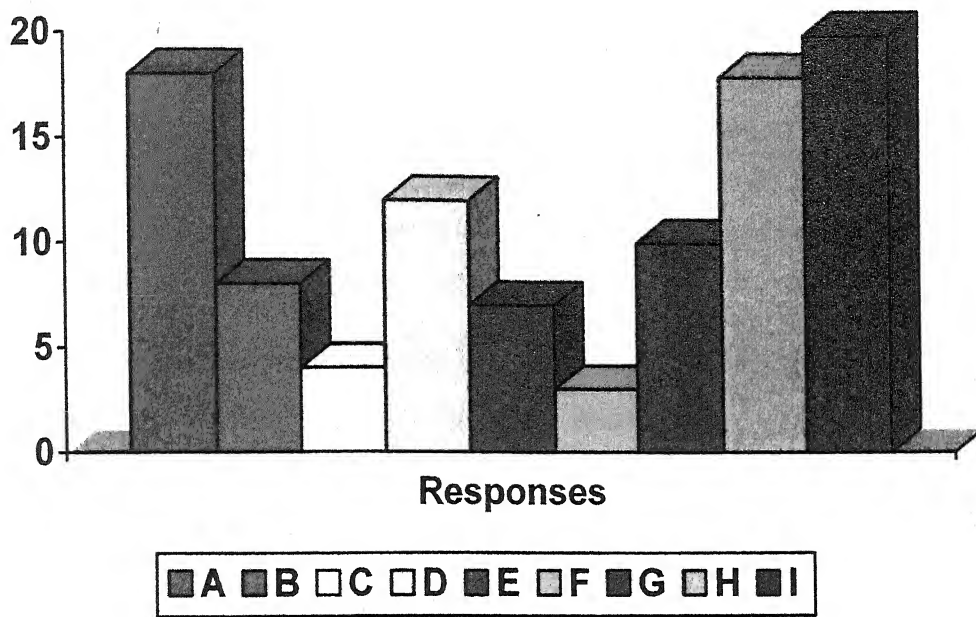


b) Content Enrichment- With regard to content enrichment 18% teachers think that these programmes give latest knowledge related to varied topics and subjects in a lesser time. 8% finds it easier for themselves to satisfy students doubts and queries, after attending these programmes. 4% teachers think that by having more clarity about content, they are able to merge the content with students day-to-day life. 12% respondents feel improvement in their teaching-learning process as they are now much more capable in self expression. Professional development programmes also help to boost-up the confidence level by enriching the content. 7% teachers responded that they already know the content very well, so such seminars don't make much difference. While 3% respondents think that there is no need to give more knowledge to students, just the book content is enough for them; other 10% teachers feel that giving enriched content to students helps them to deepen their knowledge. 18% responses were based on the fact that content is enriched by using different teaching-aids and different methods while interacting with students and rest of the 20% teachers did not respond to this question.

One of the teachers remarked

“इस प्रकार के कार्यक्रमों के द्वारा हम विषय के बारे में पाठ्य पुस्तकों के अतिरिक्त उसका अपनी तरफ से विस्तार कर सकते हैं।”

Figure 4.14: Representing the Impact of PDP on the Aspect of Content Enrichment



- A. Enrichment through latest knowledge
- B. Better equipped to satisfy student's doubts
- C. Content can be merged with day-to-day life
- D. Capable in self-expression
- E. Seminars do not make much difference
- F. No need for content enrichment
- G. Knowledge enrichment through PDP
- H. Enrichment through teaching aids and skills
- I. No response.

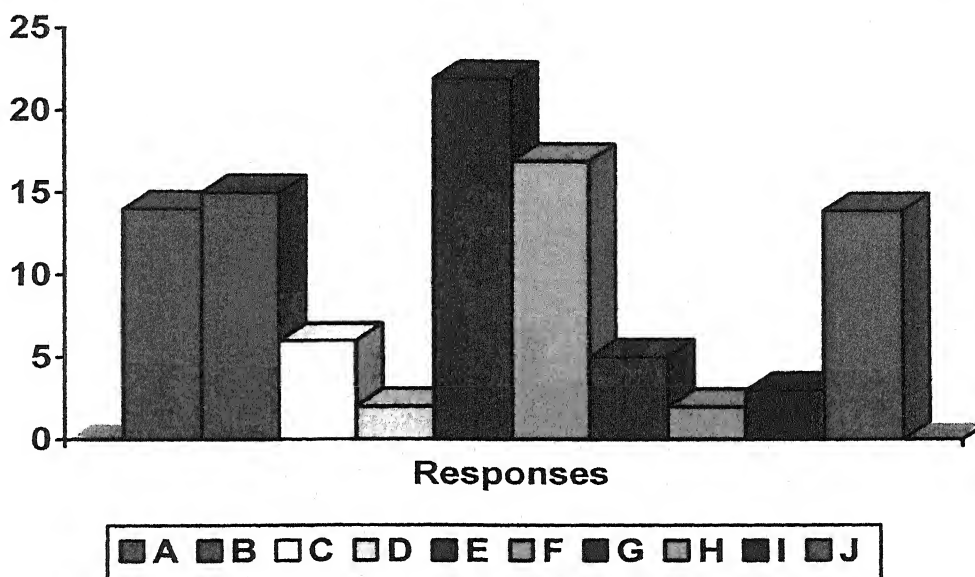
c) **Dealing with Students-** 14% teachers responded that PDP is generally based on the various aspects related to students and classroom transactions which help them to understand how to deal effectively with students. Teachers also develop a more sensitive and respectful attitude towards students by becoming part of such programmes. 15% respondents think that they observed a positive change in themselves and came closer to their students by developing a soft and friendly behavior. 6% teachers said that this parameter of education needs to be discussed more in various Professional Development Programmes. 2% teachers think that they already have a positive attitude while dealing with students therefore hardly any change is observed. 22% respondents think that change is there and they have developed soft, and understanding attitude. 17% teachers said that a fearless attitude develops among students

towards teachers as they become more friendly and lovable. 5% teachers developed a co-operating and helping behaviour among themselves and in their students by listening to each other patiently. 2% teachers now find it easy to adopt equality in their attitude while dealing with students. 3% teachers agree that by using new techniques and methods of teaching, which they came to know through the Professional Development Project, students become more energetic, creative, and this brings a shift in the attitude of students towards their teachers. 14% teachers did not respond on this parameter. The responses of two teachers with regard to this question explain the change in attitude towards dealing with students:

"सरल, मृदु, सहनशीलता, धैर्यपूर्वक समस्याओं का निराकरण कर, शिक्षा के प्रति रोचकता प्रदान करना।"

"बच्चों के प्रति संवेदनशीलता में वृद्धि तथा उन्हें प्यार से समझना"

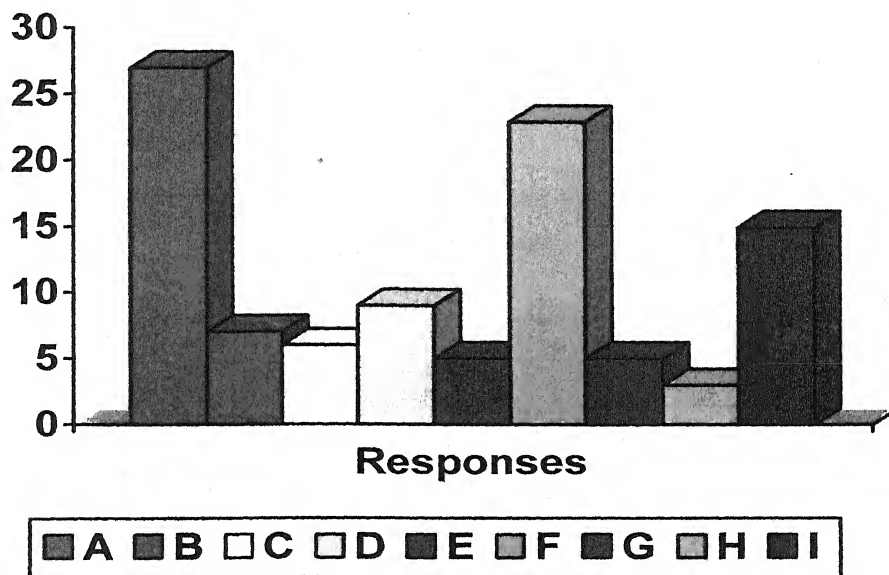
Figure 4.15: Representing the Impact of PDP on the Aspect of Dealing with Students



- A. Developed Respectful Attitude towards Students
- B. Friendly Behavior Due to Their Own Positive Attitude.
- C. Need to Discuss this Aspect More in PDP
- D. No Effect
- E. Soft and Understanding Attitude toward Students
- F. Fearless Attitude of Students Due to Friendly Behavior
- G. Increase in Patience.
- H. Equality in Behavior
- I. New Methods Used Bring Shift in Attitude of Students
- J. No Response.

d) **Dealing with Staff-** 27% teachers think that after attending such programmes , a positive attitude is developed towards fellow teachers. 7% respondents actually felt the change in their attitude and 6% teachers responded that they developed a sense of respect while dealing with other staff members. 9% teachers observed that now they share, express, understand and discuss the various issues related to new innovative techniques and subject matter, with one-another. 5% teachers think that no impact has been made. 23% respondents think that a more co-operative and helpful attitude has been developed among staff members resulting in better output. 5% teachers work together with friendly attitude and consider staff as family members. 3% teachers feel that they now express themselves freely resulting in better work culture.15% teachers did not answer to this question.

Figure 4.16: Representing the Impact of PDP on the Aspect of Dealing with Staff.



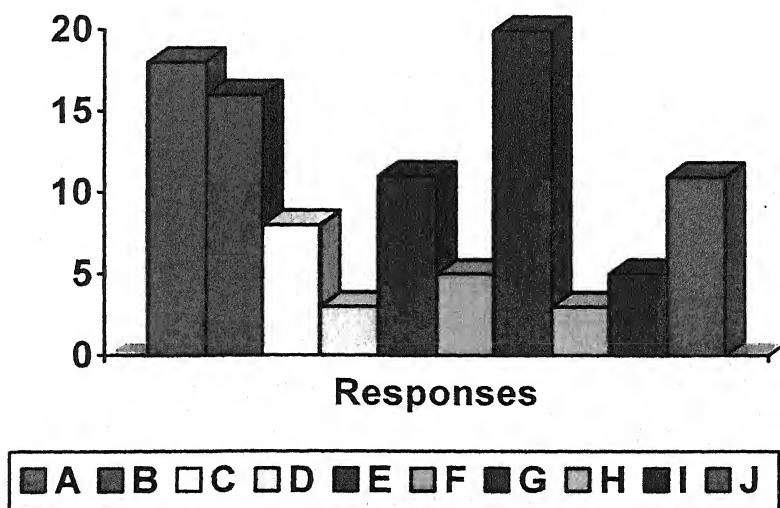
- A. Developed a positive attitude
- B. Felt change in attitude
- C. Developed a sense of respect for other members
- D. Fruitful discussion among staff-members
- E. No impact
- F. Developed a co-operative attitude
- G. Consider staff as family members
- H. Improved work culture in school
- I. No response.

e) **Dealing with Parents and Community-** 18% teachers think that dealing with parents and community has become more respectable. 16% teachers developed a soft attitude. 8% teachers responded that their accountability and responsibility increased towards parents and society. 3% take interest in active participation so as to explore the community resources which can help in schools. 11% respondents answered that they regularly interact with parents and discuss regarding the students performance and also make them aware to various issues related to their child's education. 5% teachers discuss problems related to students whether social or psychological and 20% teachers say that full-cooperation is provided by them to community with a friendly attitude. 3% respondents think that there is hardly any impact on them. 5% teachers responded that they started listening patiently to parents and community members. 11% teachers did not respond to this question.

One of the teachers responded to this question of dealing with parents and community as

“उनके प्रति हमारी जिम्मेदारी क्या है, इसका हमें ज्ञान हुआ है, अभिभावक और समुदाय—हम घुलमिल कर कार्य कर रहे हैं।”

Figure 4.17: Representing the Impact of PDP on the Aspect of Dealing with Parents and Community



- A. More respectable attitude with parents and community
- B. Developed a soft attitude
- C. Accountability increased towards community and parents
- D. Active participation in community
- E. Interaction with parents regarding students, child education

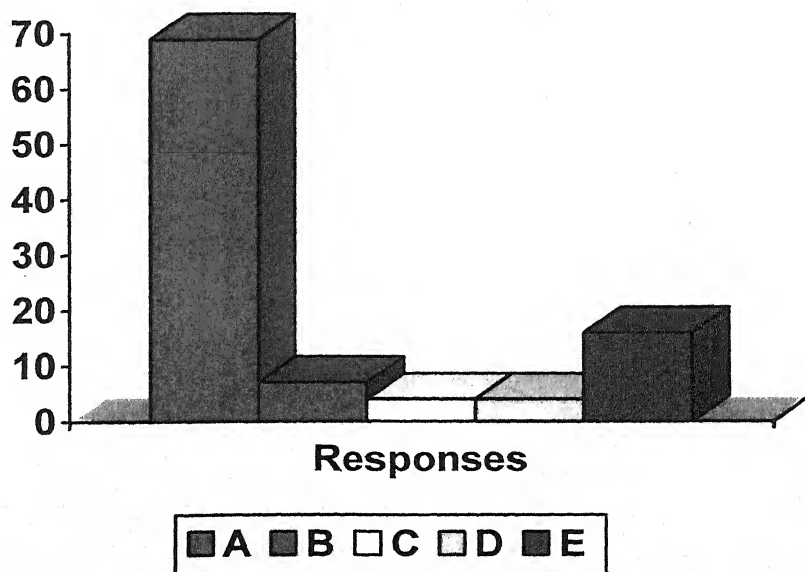
- F. Discuss problems related to child among themselves
- G. Co-operation with community with friendly attitude
- H. Not a great impact of PDP
- I. listen patiently to parents and others
- J. No response.

f) Self Confidence- 69% teachers observed that there is a significant increase in their confidence level and self-esteem, after becoming part of such programmes and seminars. 7% teachers responded that their confidence level went up because of better content knowledge, by learning new and innovative strategies and various techniques of teaching. 4% teachers believe that by widening their knowledge area, they are able to use good communication skills which also raised their confidence level. 4% perceive that it's not just for the teachers rather students learn well through them and increase their confidence also. 16% did not respond.

According to one of the respondents:

“इस प्रकार के कार्यक्रमों द्वारा अध्यापक का आत्म विश्वास बढ़ता है एवम् वह अपनी विषय-वस्तु को बच्चों के सामने और अच्छे तरीके से प्रस्तुत कर सकता है।”

Figure 4.18: Representing the Impact of PDP on the Aspect of Self-confidence



- A. Significant increase in self-confidence
- B. Confidence level increases because of better content knowledge
- C. Self-confidence through good communication skills

D. Self-confidence helps students also

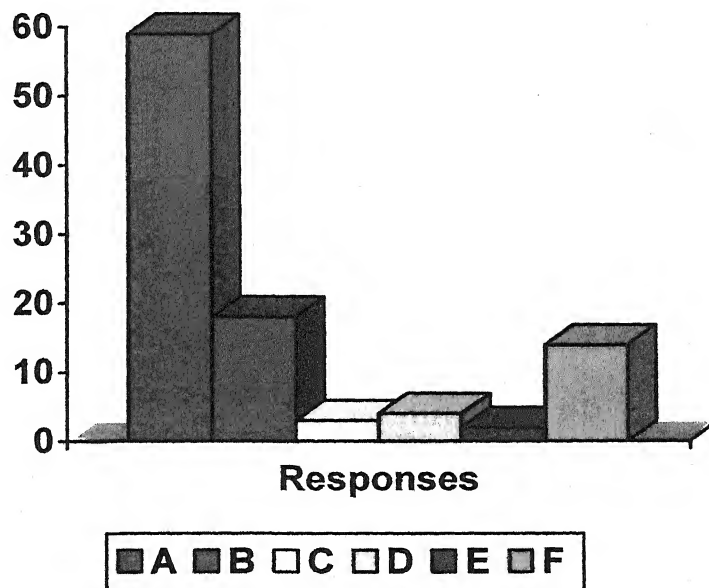
E. No response

g) Skills of Problem-Solving and Decision Making- 59% respondents think that such Professional Development Programmes improve and develop the skill of problem solving and decision making. 18% teachers perceive that they are now much more capable in understanding the problems of students and discussing it with other staff members and taking a fair and just decision. According to 3% teachers this skill has increased and they tackle the problem patiently step by step. 4% think that not just the teachers but students should also learn these skills, 2% teachers think that it increases with experience. 14% teachers did not respond to this aspect.

To quote one of the responses from the teachers:

“इस प्रकार के कार्यक्रमों से बच्चों की समस्याओं का पता लगाने में एवं उनका समाधान करने का कौशल बढ़ता है। इसमें समस्या का पता लगाने पर हम तुरन्त निर्णय ले सकते हैं कि इसका समाधान किस तरह सम्भव है।”

Figure 4.19: Representing the Impact of PDP on the Skills of Problem Solving and Decision Making



A. PDP develops and improves this skill

B. Capable to take fair and just decision

C. Learnt skill to deal with problem patiently

D. Students need to learn these skills

E. Skill increases with experience

F. No response

Question No-9

This question is aimed to know the satisfaction level of teachers with reference to professional development programme like its duration, venue and frequency. It also aims at finding out the reasons if they are not satisfied with the programme.

The responses reveal the following facts:-

- 48% teachers are fully satisfied with duration, venue and frequency of the professional development programmes, organized by the organization. According to one of the respondent –

“यह कार्यक्रम के स्थान, अवधि तथा आवृत्ति शिक्षक के हितों को देखकर किए जाते हैं।”

The comment by the teacher indicates that these programmes are organized keeping in mind the welfare and benefit of teachers.

- 39% teachers are not fully satisfied with the duration of PDP. They feel that minimum 15 days programme can give complete knowledge about various topics.

As one of the teacher responded:-

“हम इस प्रकार की व्यवसायिक विकास (प्रयोगशाला) कार्यक्रम से पूरी तरह संतुष्ट नहीं हैं, क्योंकि इनकी अवधि बहुत कम होती है। इतनी कम अवधि के कार्यक्रम में पूरी जानकारी नहीं मिलती, ज्ञान आधा-अधूरा मिलता है। इसकी अवधि कम-से-कम १५ दिन की होनी चाहिए तो इसका पूर्ण रूप से फायदा हो सकता है।”

Teachers feel that a limited time period of 2-4 days is a very short duration for the transformation of ideas, content enrichment, inculcation of skills, etc. Moreover, the frequency should be twice or thrice in a year with the appropriate timing suitable to all.

One of the respondents observed:

“Not satisfied, because professional development programme are not compulsory for all. That is why teachers don't participate in large numbers”

Moreover, teachers also find it difficult to attend such seminars in summers, they prefer the months of October – November, which are more convenient. More teachers can join programmes in these months.

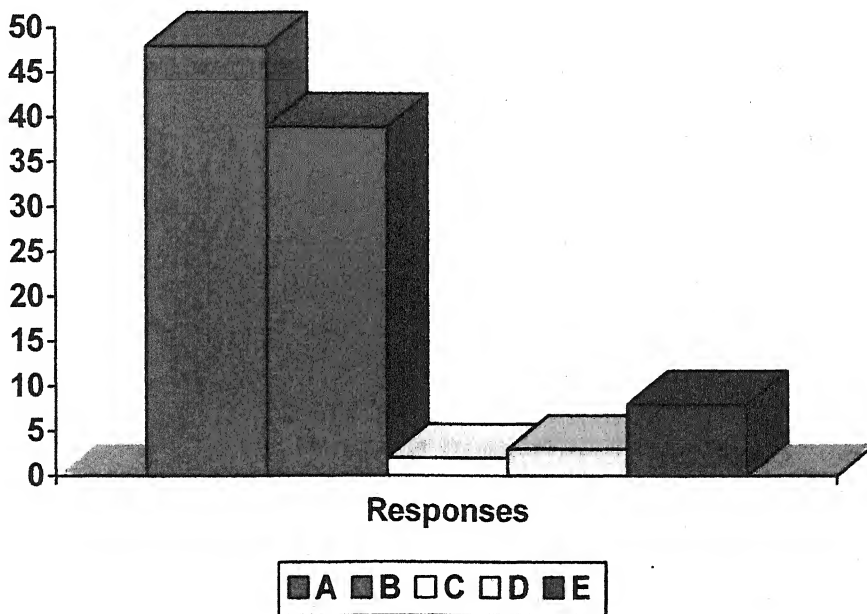
- 2% teachers also think that the duration should be reduced as 4-6 days is a long time period and teachers are not able to take out this much time both from their personal and professional obligations.
- 3% teachers will be satisfied if such programmes are held at school level only or at district level instead of national level.

As according to one of the respondents:-

“विद्यालय स्तर पर यह कार्यक्रम होने चाहिए।”

Teachers demand school based programmes instead of programmes being held at state or national level. They feel that in school based programmes, implementation can also simultaneously take place. 8% teachers did not respond to this question as they attended the programme for the first time

Figure 4.20: Representing the Satisfaction Level of Teachers with Duration, Venue and Frequency of PDP.



- A. Satisfied
- B. Satisfied to an extent
- C. Unsatisfied with long duration
- D. Prefer PDP to be held at School level
- E. No response.

The last question was asked to know what the teachers, the actual transactors want or demand from the programme, so as to make it better and more beneficial for the professional development of teachers. They were asked to give their suggestions to improve the programme.

Responses of the teachers show that they need a change with regard to:

- a) Timings / Duration and Venue
- b) Pedagogical Aspect
- c) Resource Persons
- d) Involvement of Teachers
- e) Rights and responsibilities
- f) Other related issues.

- 12% teachers' demand that the duration should be increased to 10-15 days instead of 3-4 days and programmes should be regularly held. 14% teachers want that the frequency should also be increased. Programmes of three- four days duration should be organized once in a month or three to six times in a year.

As according to one of the teacher:

“३-४ दिन का सेमिनार बहुत अल्प समय का होता है अतः इस सेमिनार को १० से १५ दिन का आयोजन प्रति वर्ष होना चाहिए।”

- 2% teachers have problems with programmes being held during summer vacation.
- 14% teachers feel that the information related to themes and content should be given before hand to so that they also come prepared with some new and innovative ideas.

As according to one of the teacher:

“किसी भी कार्यक्रम को बेहतर बनाने के लिए वहां के वातावरण तथा शिक्षकों की समस्याओं से अवगत होना तथा जिस विषय वस्तु पर बातचीत होनी है इसकी पूर्व जानकारी देना जरूरी है, जिससे शिक्षक उसके सटीक तथा सही उत्तर दे सके और अधिक-से-अधिक जानकारी जुटा सकें।”

When asked about the suggestions to make PDP better, 2% respondents feel that the issue to engage teachers in non-teaching activities like census, polio should also be discussed in these programs as they just want to focus on the 'teaching' to their students. 4% teachers perceive that the rights of the teachers should be the first and foremost aim of such seminars and due attention should be paid to it. 3% also believe that some knowledge should also be provided on the rights of the child in these programmes.

12% teachers are of the view that the Resource Persons should have full command on their subjects or related disciplines. 1% perceive that such programmes would be more beneficial if the resource person is from the education department itself. 2% teachers want there should be more 'group discussions' on various problems to arrive at a solution. 2% teachers think that if the resource person is one of them, then it would be much better.

As one of the teacher quotes:

"अगर हमारे ही वर्ग में से त्वेनतबम चतेवदे रहेंगे तो हमें अपनी बातों को रखने में बेहतर मदद मिलेगी।"

Thus echoing the view that if the resource person is a person of their rank, then he/she will be able to understand their problems better.

- 2% teachers think that PDP is required for new entrants in teaching profession. It shouldn't be for all teachers rather only for the new teachers who have just joined or have a few years of experience. Those who are in the profession for a long time behave according to the set routine work and it's very difficult to bring a shift in their mental thinking as it's a very slow, gradual and a time consuming process.
- 18% respondents feel that the pedagogical issues should be discussed more related to innovative areas, new strategies, and technology and to widen the content by including all the subjects. 2% teachers also perceive that not only the theoretical part be taken care but also the practical experiences.

The observation of one of the teachers is:

"समय-समय पर नई-नई तकनीकों से अवगत करना चाहिए। कार्यक्रम की रूपरेखा में परिवर्तन होते रहना चाहिए। सभी शिक्षकों को इसकी जानकारी बार-बारी से मिलनी चाहिए।"

- 2% teachers think that such seminars also provide scope for self evaluation, which helps in overcoming their own shortcomings.
- Around 6% respondents want that PDP should be held at block or district level, so that involvement of more teachers could be possible. This also provides a strong base at the grass root level and simultaneously teachers also become aware with the seminars being conducted at National and International level.
- 2% teacher want that all the educational bodies whether SCERT or DIET's or teachers' organizations, should work in close collaboration instead of small groups as then they will be able to reach the large number of teachers.

According to one of the teachers:-

“Teacher union should be included in NCERT and SCERT training programmes. Resource Person of teachers union must be utilized by Government too”.

It reflects that a co-operative process needs to be implemented for a better outcome, by pooling the resources of all agencies of education and training.

4.3 ANALYSIS OF INTERVIEW

Question No-1

In response to this question 70% teachers were of the view that the role of teachers' organizations has undergone a sea-change in recent years. The teacher members of Akhil Delhi Prathamik Shikshak Sangh, who constitute majority of members with whom, the interview was held were of the view that teachers' organizations have become more professional and methodical. The leaders not only talk about wage-hike and other financial benefits of teachers, but are equally concerned about other educational and professional issues of teachers. How teachers as responsible members of the society can work towards upliftment of downtrodden, stop child labour and help to build a just and civil society is the concern of teachers' organizations. These teachers talked in detail about the 'Global Action Week' celebrations and initiatives taken by A.I.P.T.F and the conference held on 'Right to Education Bill'. According to one of the teachers:

“अब तो धरने और हड़ताल के मुद्दे ज्यादा नहीं हैं, फिर भी कभी जरूरत हो तो उसके लिये संघ हमेशा तैयार है”

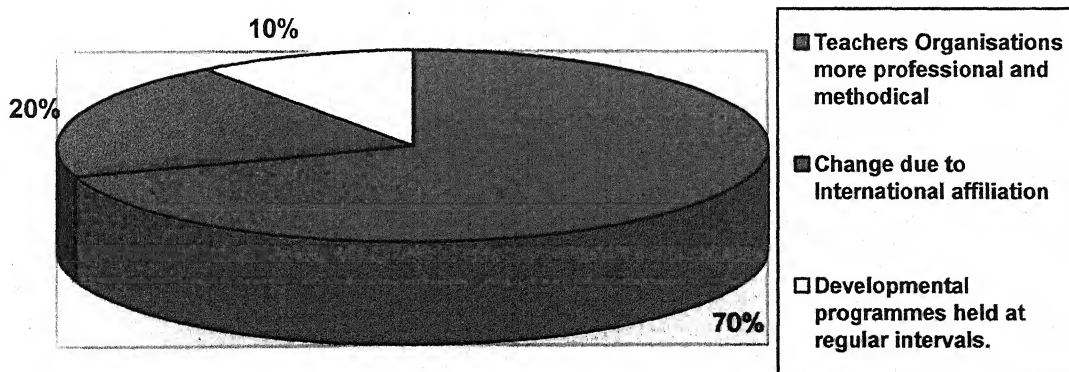
- 20% teachers responded that getting affiliated to International body of teachers' organization i.e. E.I is the best thing that has happened to A.I.P.T.F. This has widened the thinking of the leaders of the organization. Being in tune with the objectives of the teachers' organizations all over the world, they are determined to promote status, interest and welfare of their members. The leaders of the organizations like A.I.P.T.F also understand that the status of the teachers is closely linked with their professional competence. Although constantly working for the welfare of their members and handling their grievances remained the top priority of teachers' organizations, nevertheless they started the programmes of Professional Development of their teachers. . As according to one of the teachers:

“अब शिक्षक संघ लड़ाई झगड़े की बजाय शिक्षा और शिक्षकों की गुणवत्ता पर भी ध्यान दे रहे हैं”।

- 10% responded that the leaders are keener to raise the level of the teachers and therefore many programs related to the development of teachers are being held from time to time. These programs can be related to teachers' demands or their welfare and development.

Thus there was very clear response from majority of the teachers that the functioning of teachers' organizations has changed over the years, and the trend shows that in coming years, they would equip themselves even better to deal with all educational and professional challenges.

Figure 4.21: Representing the View of Teachers Regarding Perception of Teachers' Organisations



Question No-2

Regarding the effectiveness of the professional development program (PDP) organized by AIPTF 38% teachers were of the view that after attending these programs they feel empowered. This empowerment of knowing more enhances their self-esteem and confidence. 12% of the teachers said that the professional development also helped them to understand about professional ethics and accountability of teachers. One of the teachers, working in one of the MCD primary school of Delhi said:

"These programs develop us to solve problems related to pedagogy and also to focus on steps to be taken".

- 15% respondents were of the view that although they work as responsible teachers in their schools yet slackness, stagnation sometimes creeps in and they become complacent. Such programs reinvigorate them and with a renewed spirit, they start working in schools. They thus felt that such programs bring enthusiasm in them.

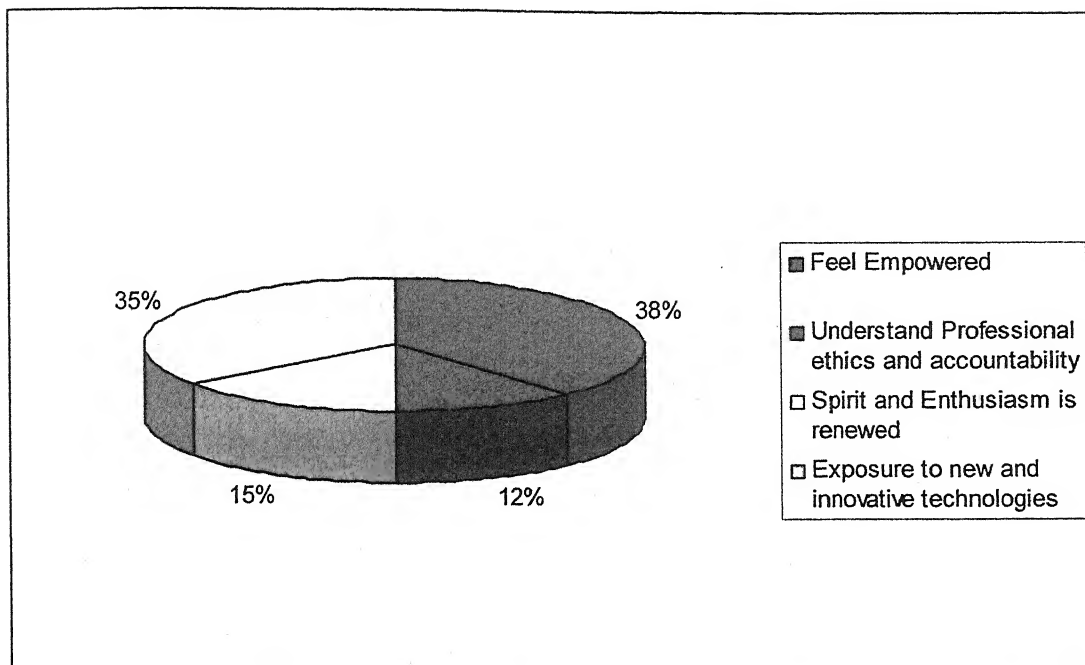
Another teacher expressed:

"मैंने २५ साल पहले ट्रेनिंग ली थी, वह तरिके पुराने हो गये। इन कार्यक्रमों में नई शैक्षिक तकनीकी तथा पढ़ाने की नवीन विधियों की जानकारी दी जाती है।।"

35% teachers were of the view that through these programs they get exposed to new and innovative techniques of teaching. They appreciated the quality of the programs and also the opportunity to meet International Resource Persons.

शिक्षा से जुड़ी राष्ट्रीय एवं अंतर्राष्ट्रीय स्तर की नई जानकारियां मिलती हैं। जवाबदेही व्यवसायिक आचार संहिता का विकास होता है।

Figure 4.22: Effectiveness of PDP Conducted by the Organisation



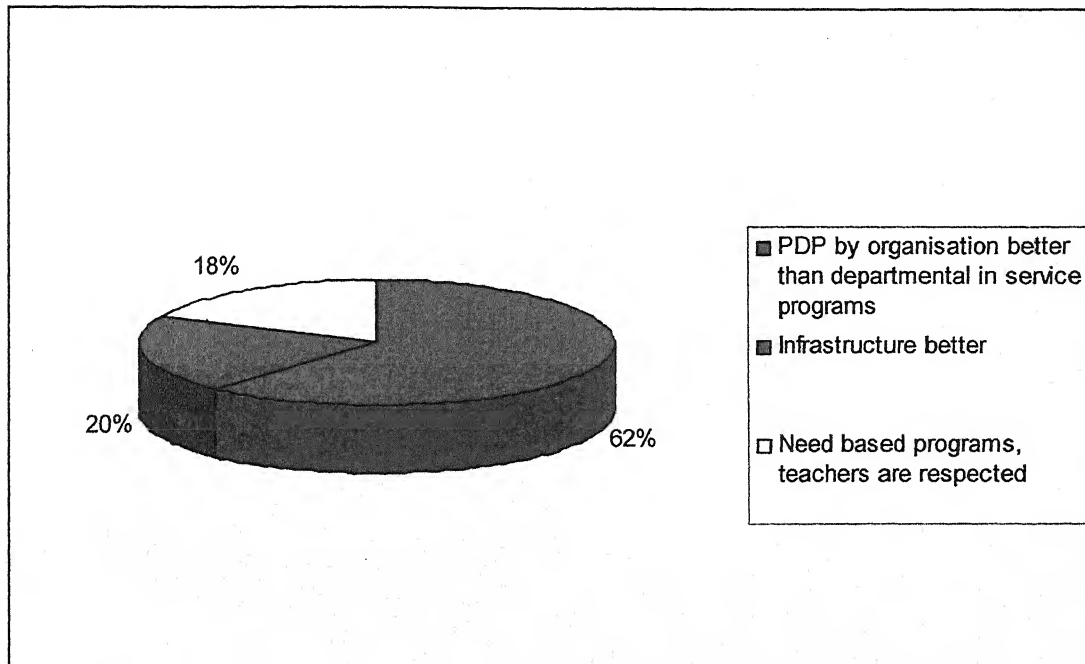
Question No-3

- 62% teacher participants also reported that these programs which are organized by the Teachers organizations like AIPTF are entirely different from the programs organized by Government authorities like Directorate of Education, SCERT and DIET's. The greatest difference, they quoted was that in the programs organized by the teachers organizations the teachers feel free to express themselves on both academic and administrative issues. They feel that they are heard very well in these forums. Also, there is no pressure to attend these programs. Teachers attend these programs due to their own willingness and desire.
- They also said that Government/Department organized programs are designed according to the aims and objectives of the authorities where teachers are forced to attend the programs and most of the programs are not need based.

- 20% teachers were of the view that the programs organized by the department are also sometimes good but the infrastructural facilities are not appropriate. In these programs, the infrastructure and facilities are much better.
- 18% teachers reported that the treatment accorded to primary teachers is not respect worthy in programs organized by the department of Education or SCERT/DIET's. If the teachers raise problems related to their working environment or about other professional issues, the Resource Persons are at a loss to answer those issues. They are only concerned about the content and that too in their defined parameters.

Teachers said that in the programs organized by the teachers' organizations, the content is decided based on the needs of the teachers. Sometimes, however the Resource Persons are not that good, but if the teachers demand a change, they are listened and the needful is done.

Figure 4.23: Representing Comparison of PDP with Department-Service Programs



Question No-4

- 48% teachers reported that these programs give them an opportunity to learn about all aspects of education. The programs help to widen their mental horizon. As a result of this they grow as individuals and as professionals. Because of the training imparted in these programs, there is a substantial positive change in their classroom practices.

One of the teachers said:

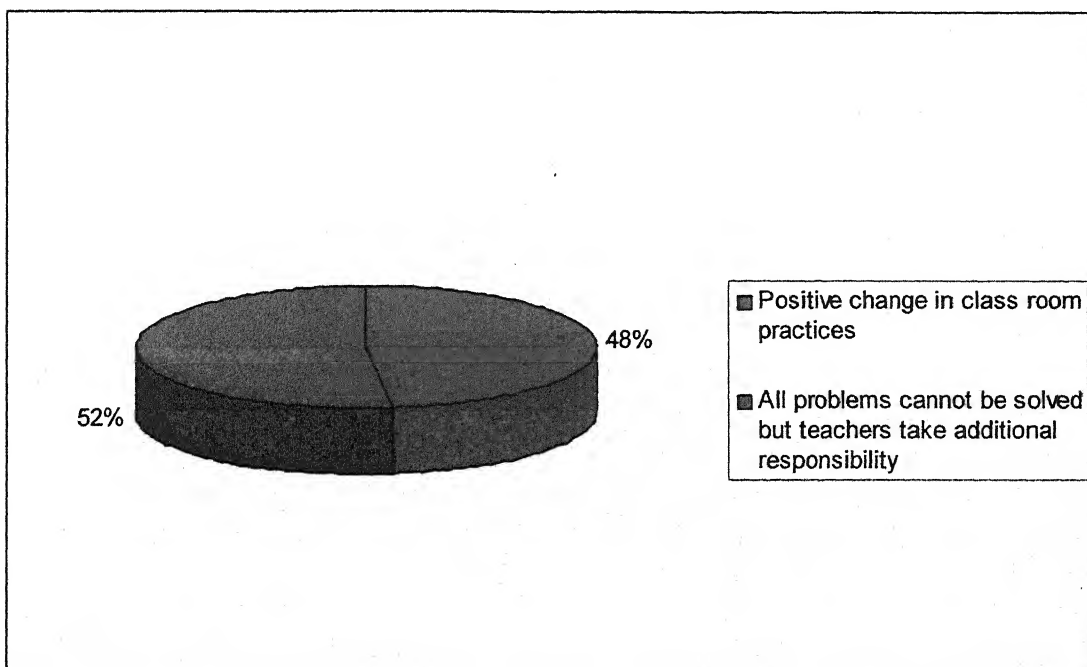
"हिन्दी की मानक वर्तनी के बारे में हम नहीं जानते थे वहाँ इसकी जानकारी से बहुत लाभ हुआ।"

Yet another commented:

"विज्ञान के विषय में नई जानकारी व प्रयोगों द्वारा कैसे रुचिकर ढंग से पढ़ाया जाए बहुत अच्छा लगा।"

- 52% teachers were of the view that all problems cannot be solved. A lot of the problems which are administrative in nature cannot be solved as they belong to other departments which are not in the teachers' control. However, after attending these programs, the teachers take additional responsibility to solve these challenges themselves.

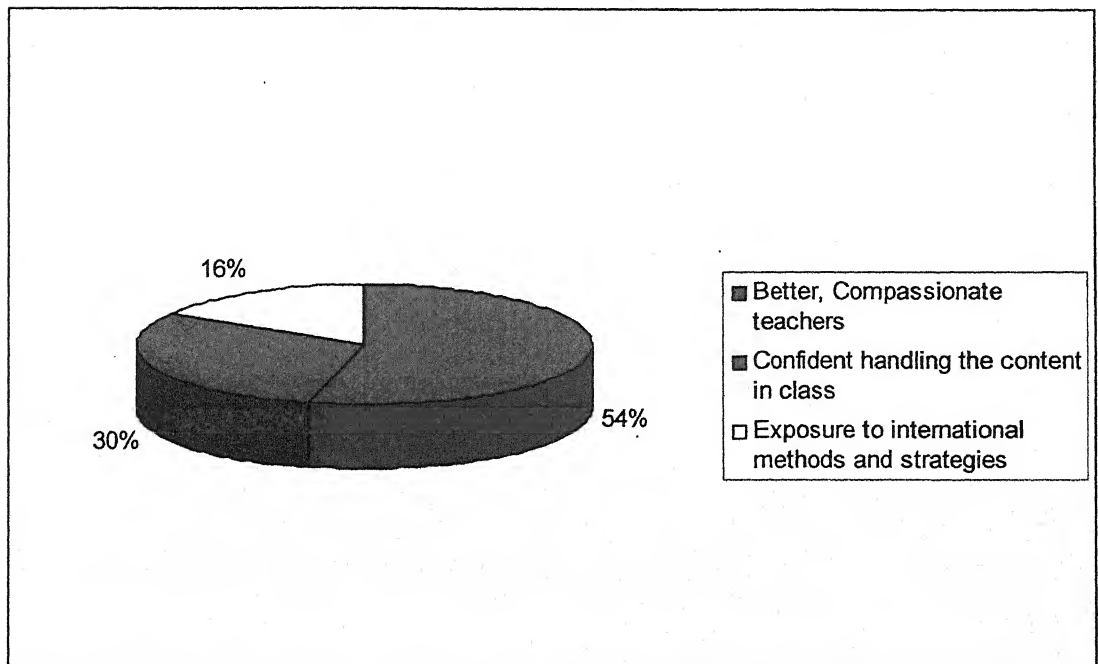
Figure 4.24: Representing Relevance of Content with Problem Solving at Work Place



Question No-5

- 54% respondents very emphatically said that they feel they have become better teachers due to these programs. They understand their student better and have developed a compassionate attitude to solve their problems. Some of the teachers who were from different states other than Delhi reported that they did not attend any in- service training organized by their departments. Thus this program of Professional development helped them to equip them with certain innovative teaching strategies. Other teachers from Uttaranchal informed that some of the components of PDP will be incorporated in the course-design of the in-service training of the primary teachers in their state.
- 30% teachers said that they feel confident handling the content in class. They are able to answer the queries of students as they themselves are now better equipped.
- 16% teachers were aware of the different methods and strategies being used by teachers all over the world. This international exposure helps them to widen their mental horizon. Their self esteem is therefore enhanced.

Figure 4.25: Representing Impact of PDP on Teacher's Jobs



Question No-6

- 20% teachers said that they feel really motivated when they attend these programs but back in school climate, there is hardly any encouragement from the headmaster/mistress or fellow teachers. They also discussed that if they wanted to adopt some different/innovative strategy in class, most of the fellow teachers viewed it as a way to impress the Headmaster in order to gain favor and praise.

In response to this question teachers replied that they face difficulty in implementation if they tell their Head-Master/Mistress about the new strategies they are going to implement in their classroom. This is because of the mind-set of these administrators who think that teachers' organizations cannot educate teachers professionally. One of the teachers quoted the remark of a Headmaster as:-

One of the teachers said,

बेकार की बातें छोड़ो तुम अपना लेससइने पूरा करने से मतलब रखो।

Another said, "ये यूनियन वाले अब क्या स्कूलों में टीचर्स को पढ़ाना सिखायेंगे।

Teachers said that these sorts of remarks are quite discouraging. Sometimes senior teachers also discourage those teachers who want to adopt new methods/strategies or enriched content in class-rooms.

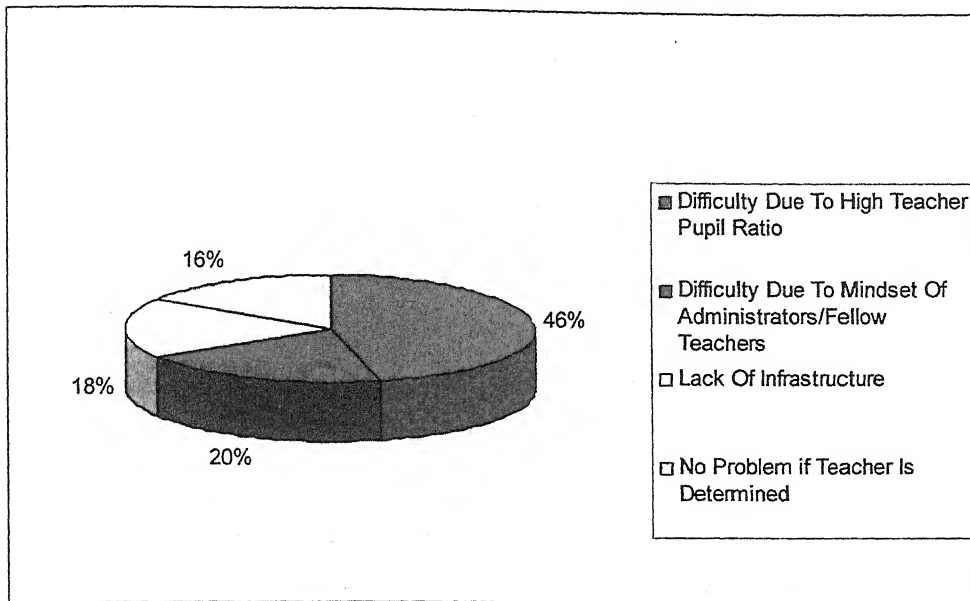
- 16% teachers thought otherwise. They were of the view that it totally depends on the teachers to use new learnt methods/strategies in class-room. No one can stop them if they are determined.

One of the teachers remarked as:-

कक्षा के अंदर शिक्षक जो कुछ कर सकता है पाठ्यक्रम को किस ढंग से पढ़ाया जा रहा है यह शिक्षक पर निर्भर करता है। अगर बच्चा किसी बेहतर तरीके से सीख सकता है तो मैं उसे इस्तेमाल करने में किसी से नहीं डरता"।

- 46% teachers felt that the strategies/techniques taught in PDP can not be used in class-rooms due to high teacher-pupil ratio.
- 18% teachers were of the view that the infrastructure is a big obstacle in the implementation of the activities/techniques/content learnt in these programs. Almost all teachers from all states were of the view that there should be a close co-ordination between the leaders of teachers' organizations and officers of the department. The collaborative efforts of these two can bring desirable outcome both for the teachers and education as a whole.

**Figure 4.26: Representing Nature of Difficulties Faced in Implementation
Content/Strategies in Schools**

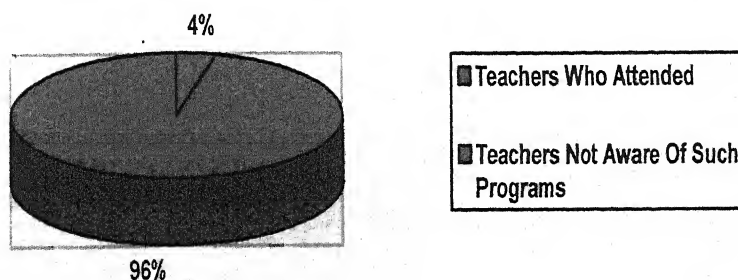


Question No-7

In response to this question, 96% teachers were not aware of the different national level teachers' organizations. They had not heard of any programs jointly organized by different teachers' organizations. Some very old members who hold responsible positions in the organization knew about the various national level organizations.

Only 2 teachers (4%) attended programs organized jointly by various teachers' organizations. One member was a lady teacher who attended a women- network program at Delhi in 1994 jointly organized by the leaders of AIPTF, AISTF and AIFTO.

**Figure 4.27: Representing Teachers Who Attended Programs Jointly Organized by
Different National Teachers Organizations**



Question No-8

Although most of the teachers at first said that programs are well organized and do not require any change but a further dialogue with them brought out the following areas requiring attention:

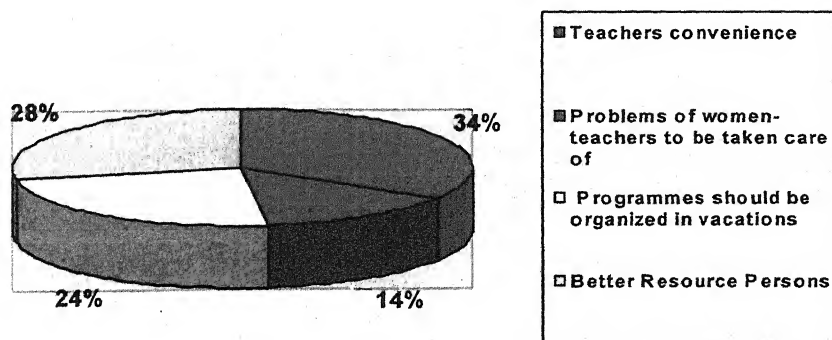
17 teachers (34%) said that if they have to organize such programs, they will give top priority of teachers' convenience. The schedule would be made according to the need of teachers. The duration, timing and venue of the program will also be decided depending on their convenience.

Some of the lady teachers, 7 teachers (14%) said that the organization of such programs must be done keeping in mind the problems of women teachers. They should either be allowed to bring their small children with them to such programs or these programs should only be organized in vacations.

Another 12 teachers (24%) were of the view that if they had an opportunity to organize such programs, they will organize them in vacations. Without vacations, there is always a problem for teachers to attend the programs. Some of the state Governments and departments do not treat teachers on duty and they have to sacrifice their own holidays/leave for these programs.

28% teachers said they will call better Resource Persons. They were of the view that Resource Persons in these programs are good as compared to the resource persons in the departmental in-service programs, yet there was a scope for improvement. They also wanted these Resource Persons to be experts in the field of elementary education, better if they are capable, experienced teachers.

Figure 4.28: Representing the Changes Which Teachers Like to Bring if Given a Chance



Question No-9

When asked about any other observation or suggestion about the professional development program being organized by AIPTF and its state affiliates teachers came out with the following suggestions:-

35% teachers feel that the programs organized by the associations should be recognized by State education departments/ Government bodies and the entries should be made in the service-record of the teachers. All the benefits whatsoever are given after attending the departmental in-service programs, should be given to these programs also.

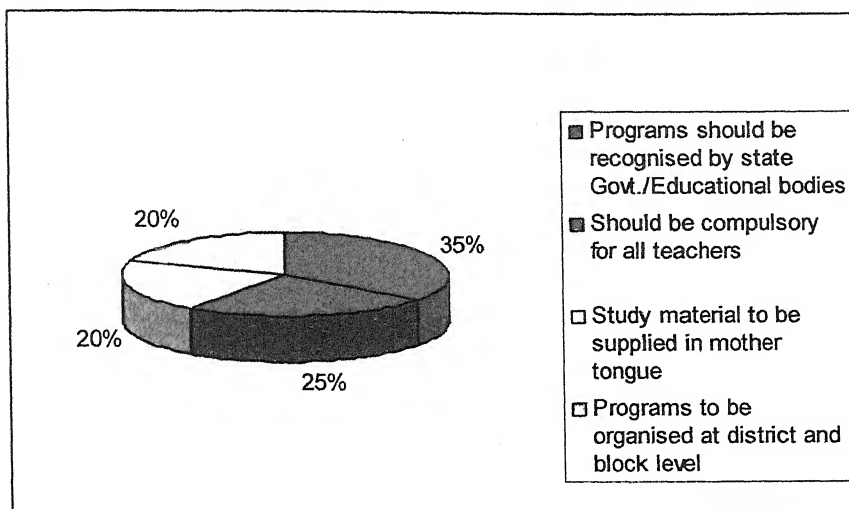
25% teachers said that there should be a close understanding between the state education bodies and teachers' organizations. Both should complement and supplement each other's work. This is the only way to benefit teachers. These programs should be made compulsory for all teachers.

20% teachers wanted study material in their mother tongue and not in English. They find it difficult to understand the concepts in English.

Another 20% teachers said that for greater benefits programs should be organized at district/block level.

When asked in an informal way about the suggestions to improve the program, most of the teachers were of the view that the heads of the schools must be involved in these trainings either as Resource Persons or as participants of the program. Some other teachers were not satisfied with the duration and venue of the program. Women teachers particularly wanted these programs to be held nearby, in their own state or still better in their schools. This way they could look after their house hold chores and undergo developmental training also. Many teachers wanted the duration of the programs to be increased from 3 days to a maximum of 7-8 days.

Figure 4.29: Representing Observation/Suggestion by Teachers



4.4 CONCLUSION

A considerable amount of time, money and energy is being invested into professional development of teachers under the professional development program conducted by A.I.P.T.F, the teachers' organization.

The impact of this program on teachers can be studied by determining the effectiveness of the training/programs based on Kirk Patrick's model of training evaluation criteria (Kirk Patrick, 1987). This model proposes four levels of training evaluation criteria: reactions, learning, behavior and result.

The impact of the professional development programs organized by A.I.P.T.F was thus studied on the basis of reactions of teachers, their feedback and their views. Although professional development programs must be assessed on the change in job performance of teachers, organizational effectiveness and the success of all students, it was not possible to study the change in behavior and job performance of teachers and results as an effective outcome of professional development programs. These parameters might get influenced by many other factors. Therefore, in this research – study, the impact studied was based on teachers' reactions to professional development program, through the administration of questionnaire and conducting interviews.

The analysis of the questionnaire and interviews revealed that teachers perceive a change in their behavior after attending these programs. The results of the analysis also show that teachers prefer the programs conducted by teachers' organizations more than the programs organized by their departments, SCERT/DIET's. The reason they cited was that these programs are need based and they are heard and respected more in these programs. The programs also enhanced their self esteem and confidence.

Towards content enrichment and making teaching better in their classrooms they reported that innovative teaching strategies learnt by them in PDP have helped them to generate a conducive learning climate in the classroom. Their own learning has increased manifold. They also learnt professional ethics and accountability to a great extent. Through this program, their attitude towards their students changed for the better and they became more compassionate. Their interaction with other staff members and parents also improved. Teachers reported that their urge to learn increased after attending these programs. They got exposure to international concepts and methodologies through resource persons from different countries.

Although the teachers were more than satisfied with the professional development program organized by A.I.P.T.F and their state affiliates, they offered some suggestions to make the programs even better. They wanted these programs to be made compulsory for all teachers. They also wanted the programs to be recognized by state education departments and treated at par with other departmental in-service programs. The education officers, school principals and other administrators must be sensitized about these programs. Some of the teachers wanted these programs to be held at district/block level to reach out to each and every teacher; others wanted the study material to be provided in regional languages. One of the suggestions was to employ senior, experienced teachers as resource persons.

The analysis of the questionnaire and of the structured interview schedule led to the conclusion that the developmental programs organized by teachers' organization (AIPTF) are of immense benefit to teachers. Teachers only regret that these programs are not made compulsory for all. Their other concern was that society, as a whole does not have a positive view towards members of teachers' organizations, thus association with organizations is not viewed in a respectable manner. There is therefore a need to sensitize the officials at the government level and school administrators/Principals.

The general view which emerged after questioning and talking to teachers was that they feel satisfied after learning innovative techniques and latest developments in the content in PD programs organized by the organization. Their desire was that the importance of these programs must be understood by their departments and administrators in school, so that they do not have to face any kind of hurdles in the implementation of learnt skills/techniques. They also suggested that the organizers of these programs should increase the frequency of these programs.

The results also substantiate the evaluation of the programme done internally by the project director of the professional development project of A.I.P.T.F.

CHAPTER-V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

- 5.1 INTRODUCTION
- 5.2 OBSTACLES FOR BETTER FUNCTIONING OF THE ORGANISATIONS
- 5.3 AREAS NEED TO BE REORGANIZED AND TAKEN CARE OF URGENTLY
- 5.4 CONCLUSIONS DRAWN FROM ANALYSIS
- 5.5 SUGGESTIONS FOR FURTHER RESEARCH

CHAPTER-V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The one to one experience with leaders showed that most of them were very well versed with the issues and problems of education. In fact at certain points it was found that they were better equipped on educational issues than many of the so called experts in education. All the teachers organizations studied under this research focused on social & educational issues. All these organizations hold rallies, demonstrations to bring attention of the society and Government towards the problems of child labour, HIV/AIDS drop out children and discrimination against women from time to time. After recording and analyzing the data, a number of interpretations, finding and conclusion have emerged from them

The leaders of AIPTF and AIFTO reported that they are against the employment of Para-teachers. They are raising their voice against the Government policy. They have plans to bring these Para-teachers in the main-stream.

The organizations are slowly getting Government approval for their meaningful programmes. As reported by leaders of these organizations the focus of teachers' organizations has changed from bread and butter, wages etc. to professional development and welfare of teachers. The concerned government officers are very happy, especially in the states, with the kind of work the organizations are doing. In most of the states, the programmes are held at district level by the state functionaries of the organizations. The programmes are based on experiential learning. Span of learning is also based mostly on group work. The ideology beyond these programmes is that the person who does not grow professionally heads towards the road of incompetence. Due to a shift from the economic aspect to the professional development of its members, teachers organizations are getting due place in government bodies also. As reported by A.I.P.T.F, the president of the organization is the member of the highest body of S.S.A which includes members from NCERT and NUEPA. The organization also had a representative member in the formulation of NCF-2000.

The leaders of the organizations reported that although representatives of teachers' organizations are being given participation in policy making programmes, it is not on equal footing with other Government representatives.

As recommended by various commissions, code of professional ethics has been developed by the joint efforts of NCERT, AIPTF and AISTF.

AISTF strongly emphasized the implementation of Kothari commission recommendations regarding common-school system. The organization submitted memorandums and representations to ministry of HRD, NCERT and other educational organizations. The other area of concern of this organization had been awareness about the accountability of teachers to their profession. Towards this end, workshops/ seminars were held from time to time.

All the organizations stress on women empowerment and their developmental programs.

These organizations have their regular publications. AIFTO has a research and development wing also. A.I.P.T.F also has undertaken research studies on status of para teachers, functions of DIETs and CRC's.

It was found that of all the organizations studied A.I.P.T.F (All India Primary Teachers Federation) is the most structured and functional organization. The credit perhaps goes to the vision of the leaders who laid down the foundation of a strong organization. The organization has a spacious building in Janakpuri Institutional area of Delhi. of all the three organizations studied, only A.I.P.T.F has a functional office with permanent staff.regularly and take decisions on important issues along with their members.

The project director of Professional development project is a retired professor of NECERT and very well versed with his job. Professional development programme of A.I.P.T.F aims to maintain standards of the profession with respect to knowledge and methodology. The project director of professional development also emphasized on the approach in these programme which is problem centered rather than subject centered. Also the key-resource persons are trained in endragogy (science of teaching adults) and pedagogy.

The strategies promoted by the organization are co-operative learning and concept attainment. Programmes in Hindi, S.Studies and Maths are also organized form time to time. These are complimentary programmes.

Apart from the programmes on professional development, teachers' organizational development (TOD) and study circle also develop teachers to assume responsible positions in the organization. Out of these three organizations only one organization namely A.I.P.T.F is conducting professional development programmes for primary teachers. Other organizations A.I.F.T.O and A.I.S.T.F conducted these programmes previously but now these programmes are not being conducted. The reason they cited was lack of funds and approval from funding agencies.

The question that arises at this juncture is that why these organizations cannot run programmes of professional development without funding from foreign agencies? Why there is always a need of approval? Organizations like A.I.F.T.O and A.I.S.T.F already conducted programmes of professional development and they could have continued with these projects. It is good that the national organizations in India got affiliated to E.I for better exposure and learning but these organizations need to learn to carry out the programmes without foreign funding or with lesser assistance from funding agencies.

Not only AISTF and AIFTO in the past, but AIPTF presently is able to conduct these programmes very efficiently with the financial and technical support from Canadian Teachers' Federation (CTF), Saskatchewan Teachers' Federation (STF) and Education International (E.I).

There is thus a need to organize need based programmes of utility which empower the teacher, enhance his /her professional competence and status in society, without much foreign support.

5.2 OBSTACLES FOR BETTER FUNCTIONING OF THE ORGANISATIONS

1. Office-Staff

Except A.I.P.T.F, the other two national organizations have honorary workers mostly with some part-time persons. Most of the work is done by the teachers / retired teachers in their spare-time. The office establishment is also extremely poor, which is none other than the house of the General Secretary or the President of the organization. There are practically no clerks and assistants, and very few office-equipment.

2. Inadequate Membership

These organizations/ associations have a fairly large number of teachers as members; there are still big numbers which are outside of them. There is a need for sustained and continuous efforts for membership that can be brought in.

3. Inadequate Membership Dues

Membership fees paid by teachers are low and insufficient. A large but undetermined percentage of the teachers of India are not members of any organization. The state associations are based on affiliation and not on individual membership in them. Local groups are affiliated to state bodies and these separate state groups and regional groups are affiliated to national organizations. In some stated, small part of the fee charged from local members is sent on to the state but this is usually an organizational affiliation fee rather than an individual membership fee with these affiliations fees only the national federations can hardly support any strong national/ international programmes.

4. Separate Associations/Organizations

These are separate organizations for different levels of education even on a state basis. Thus there are different state bodies for primary secondary and university teachers. A number of professional and educational problems are common to all levels of education, but they are dealt with by different organizations. This can be taken care of by different national organizations.

5. Political Influence

Teachers' organizations sometimes base their ideology on the lines of some or the other political party. The leaders of these organizations are so influenced by their political leanings that their programmes sometimes seem to carry forward the agenda of their political demigods rather than the professional upliftment and welfare of members' teachers.

At other times, the factions within organizations with different political ideologies work as forces working in opposite direction. This has also brought in division in these organizations as in the case of A.I.S.T.F, which stands divided as of now.

5.3 AREAS NEED TO BE REORGANIZED AND TAKEN CARE OF URGENTLY

I. Unity

The first and foremost need is for unity both within the organization and among all organizations of teachers. The other parameter of unity is that there should be a union of all educational workers into effective general associations at the local, state and national level. It is true that the problems of one group of teachers are different from another. Teachers at different levels are paid differently. There is more status at one level than another there are different languages groups to be served. While all of this is true, teaching must be regarded as one profession regardless of the subject or school level. Various phases of education and of the organized teaching profession can only rise or fall together. What is good for one phase or level will ultimately be good for others. Therefore, the unification of professional organizations at the local, state and national levels should be made an overall objective as soon as conditions permit. In this approach, all types of teachers should be included, namely, elementary and secondary school teachers, college and university teachers, teachers in training and those in vocational, commercial or technical institutions. At the local level there should be one general organization to serve the common interest of all teachers. At the state level there should be a similar organization for all teachers. Finally, on the national level the all-India organization should be more than a loose federation of state groups. It must become an active national leadership organization serving members directly as well as through the affiliated state groups.

It is only by such unification that members and resources can be large enough to undertake the programmes so urgently needed at all levels. Such a unified organization need not overlook the legitimate special interests of persons within the teaching profession. These interests can be served by encouraging sections of the general association, such as the sections for teachers at different levels, for subject-matter fields, for administrators, for special services and the like.

Quite a number of organizations prefer to work without recognition rather than be bound by the restrictions that go with such recognition. In a large number of organizations at present, personnel in government institutions do not participate. It is imperative that the teachers as citizens in a free society should have the right to organize and to influence policies and programmes of education.

II. Finance

The second great need is for adequacy and consistency of financial support. The big organizations like A.I.S.T.F and A.I.F.T.O are not able to conduct professional development programmes due to lack of funds. There is too much dependence on foreign funding agencies to conduct meaningful programmes for the school-teachers of India. The organizations must devise methods to either increase the number of members. There should also be a sound system of collection of affiliation fee from the state- affiliates within the stipulated time. The states should also check their expenditure and revise the membership fee in consultation with the central leadership.

The initiative to involve industries, corporate houses and other bigwigs in the society towards better education through empowerment of teachers in teachers organization can also be taken up A.I.S.T.F visualized education as a joint venture and initiated such programme in late 90's. The support from these organizations can be in the form of cash or kind, sponsorship or organization of programmes for teachers.

Thus it is absolutely imperative that teachers and teacher-leaders must stir themselves to raise their own funds for running their professional organizations and by doing so protecting their own rights and privileges.

III. Educational Improvement and Teachers' Welfare

The third important need is that organizations should be not only be concerned with teacher welfare but more with the general improvement of education and professional development of teachers in the present context. Professional organizations of teachers should conduct balanced programmes divinity their time, effort and money in equal proportion between services that benefit the welfare of teachers and those that are aimed to raise professional standards and improve the quality of instruction in class-rooms. These two aspects of the programme complement one another. To improve the welfare of teachers is to lift their morale. A teacher whose economic and working conditions are reasonably satisfactory, will surely be a happier and a more effective teacher.

It is true that many of the problems which teachers face today are the results of the conditions which are not only discouraging but almost intolerable. It is equally true that the present status

of teachers is not what anyone would like it to be. Improvement can only come from teachers themselves by being professionally competent and accountable to their jobs.

IV. Members to follow Code of Professional-ethics

As recommended by various commissions, teachers' organizations have developed a code of professional ethics for teachers. It becomes the duty of the teachers, organizations to see that the code is being followed by their teacher members and the leaders of these organizations. Only by doing so, they can earn respect and status in society and motivate other teachers to join the organizations. If they lead by example then the age old image of teachers' organizations as trouble making bodies can be erased.

V. Free from Political Leanings

The leaders of teachers' organizations sometimes have very strong political affiliations, and that clearly manifests in their programmes. This repels larger number of teachers to join the organizations who are mainly concerned with the redressal of their personal and professional problems through organizations. These political leanings also see leaders working as puppets in the hands of political leaders and promoting their agenda. If the leaders are from different political thought and keen to pursue their ideology then also conflicts arise hampering the overall working of the organization. This could be seen in the division of A.I.S.T.F where political leanings caused the divide.

Thus teachers' organizations must work in a democratic and secular manner with teachers' welfare and development as the prime aims. Political inclinations if any should not form the basis of the working of the organizations.

VI. Governmental Institutions and Teachers' Organizations Partnership

The ministry of human resource development (MHRD), NCERT, NUEPA at National Level and S.C.E.R.T / DIETS along with other educational institutions are working for quality education, teachers preparation and in service education of teachers, curriculum development etc. with a view to reform, update education with changing contexts and emerging needs. On the parallel lines, teachers' organizations are also dealing with almost similar issues. With the affiliation of these organizations to Education International (E.I), they have a global exposure, approach and understanding of the emerging issues.

It both the teacher' organizations and government bodies join hands to complement and supplement each other the results can be really amazing. Government institutions need to take a serious note of the work being done by teachers' organizations and lend a hand of support.

The teachers' organizations must also contribute fruitfully and positively in the development of policies, curriculum construction, text-book development etc. and be active partners in the reconstruction of the society through educational reforms. Being in touch with lakhs of teachers at grass-root level, their contribution can be of immense value, and this partnership would benefit both.

In the present research study, the teachers have echoed their wish that the professional development programme attended by them through teachers' organizations must have the same weight age in their service-records as organized by their own departments. There can thus be a joint committee of organizations and government bodies with a common curriculum to organize such professional development programmes.

VII. Orientation and Sensitization by Teachers' Organizations

In the era of exhibitionism and marketing it becomes all the more important for teachers' organizations to show case their structure, functions aims and objectives programmes etc. either through print or electronic media leaders can also visit schools and meet teachers. The organizations must also highlight their achievements, growth and invite teachers to join the organization. With better salary structure and improved systems, teachers are nowadays reluctant to join organization. They fail to understand the other domains of organizations and think that demonstrations dharnas, rallies, strikes or shouting slogans, is the main work of organizations. The psyche has changed and unless very necessary a normal teachers would not like to enroll for an organization. The organizations who develop teachers and simultaneously solve their problems can really attract teachers to become members. Thus there is a need to orient / sensitize teachers about the activities of the organizations.

VII. Encouragement to Young Leadership

During the course of this research the investigator found that the leaders of all the three national organizations were either retired teachers or about to retire.

Their dedication is commendable. Although they have experience with them, the energy of the young teachers and knowledge of new techniques can do wonders. It is thus suggested that along with experienced old teachers young teachers must also be in the leadership positions.

VIII. Research and Development

There is a need to focus more on research & development. Teachers' organizations at national level can take up research projects and widely circulate the findings. These will help teachers' community and government planning. Developing content for both formal and non-formal education, teacher organizations can be truly seen as professional bodies of competent & intelligent people. In a nutshell, government needs to recognize and support the work done by the responsible teachers' organizations.

IX. Buildings and Infrastructure

It was astonishing to find out during the course of research that national teachers' organizations, except for A.I.P.T.F do not have their own buildings. As already stated, the house of the general secretary or president of the organizations becomes the office also. Naturally a house cannot become a functional office with all the paraphernalia. Also to conduct meetings with leaders who are residing in other states, the house of the president or general secretary becomes office cum hotel.

It is therefore very difficult to function efficiently in the absence of infrastructure, office equipment permanent staff and building. Teachers' organizations must raise funds and work with all their might to get land sanctioned for educational purposes, and build their offices.

As per the findings of this research study, the impact of professional development programmes organized by teacher organization is fairly good. The programme has helped teachers to improve their attitude towards students, parents and community, learnt and used new methods of teaching and as a result improved their class-room teaching. They also developed an urge to learn more and learnt about content and other areas of importance in education.

It is thus recommended that other teachers' organizations must also start their programmes of professional development of teachers as is being carried out by A.I.P.T.F.

5.4 CONCLUSIONS DRAWN FROM ANALYSIS

1. Teachers' organizations are working effectively for the welfare and development of their teacher members. The focus of their working has changed from bread and butter issues to development and welfare of teachers.
2. The leaders of the organizations are very well aware of the latest developments in the area of education both at national / international level.
3. They have the mechanism to work for the professional development of teachers.
4. With support from international bodies like E.I and funding agencies from various countries, they have access to latest innovative strategies and the personnel to conduct the trainings.
5. The leadership of these organizations is committed to the development of their teachers' members.
6. The organizations raise their voices through memorandums representations presented to the concerned ministries and departments regarding issues of educational reforms, teachers' welfare and parity with other jobs. Organizations work for financial, social, personal and professional issues of teachers and general awareness programmes.
7. The organizations conduct regular programmes/ workshops for the benefit of their teachers.
8. The members of these organizations get a chance to learn from fellow teachers at National/ International level meetings/ seminars /workshops.
9. Although all National teachers' organizations studied under this research intend to conduct professional development programmes, they are unable to do so due to lack of funds.
10. The organization which is conducting professional development programme is also doing so because of foreign funding. The organizations are not able to conduct the programmes on their own financial resources.

11. The impact of the professional development programme carried out by teachers' organizations (A.I.P.T.F) is significant and impressive. It has brought about a change in the attitude of teachers towards their role and responsibilities. They have also learnt new strategies/methodologies and enriched their content. Their urge to learn has increased and their classroom transactions/processes have changed for better.
12. Except A.I.P.T.F, no other organization has a building of their own. The residence of the General Secretary or President becomes the office of the organization.
13. Some of the state affiliates of National organizations have huge offices/buildings and better infrastructural facilities as compared to their parent organizations.
14. Government bodies though recognize the efforts of the teachers' organizations; they do not take them seriously.
15. The leadership positions of these organizations are held either by retired teachers or teachers who are about to retire. There is thus a need for young members to take on responsible decision making positions.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

In the present research, impact of professional development has been studied based on the reactions of the teachers.

- i. An experimental research can be taken up to study the change in classroom processes / pupils learning by teachers trained under professional development programme.
- ii. A critical analysis of the design of professional development programme can also be taken up.
- iii. A comparative study of the professional development programme conducted by teachers' organizations and by government bodies can also be studied.

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APPENDICES

APPENDIX – A (I)

Questionnaire /प्रश्नावली

Name/नाम

Designation/पदनाम

Name of the School/विद्यालय

Educational Qualification/शैक्षिक योग्यताएं

Category/श्रेणी – Gen/सामान्य – S.C./अनु. जाति – S.T./जन. जाति – O.B.C./आ.पी.
व जाति/ P.H./शा. वि.

Name of the Organisation/संगठन का नाम

Date of joining the Organisation/संगठन से जुड़ने की तिथि

Post held if any in the Organisation/संगठन में कोई पद, यदि हो तो

Q.1 Why did you join the Organisation ?

आप संगठन से क्यों जुड़े ?

Q.2 Mark the major areas of work undertaken by your state organization ?

आप के राज्य स्तर के संगठन द्वारा लिए गए कार्यक्षेत्रों पर सही का चिन्ह लगाएं ?

(i) Professional Development Programme (P.D.P.)

व्यवसायिक विकास कार्यक्रम।

(ii) Teachers' Organisational Development (T.O.D.)

शिक्षक संगठनीय विकास

(iii) Education for All (E.F.A.)

सबके लिए शिक्षा

(iv) Awareness about HIV/AIDS

एच. आई. वी. एड्स के बारे में जागरूकता

(v) Any other

कोई अन्य

Q.3 Did you attend / organize any of the programme conducted by the organization ?

क्या अपने संगठन द्वारा किसी कार्यक्रम में / हिस्सा लिया है / का आयोजन किया है ?

Q.4 If yes, what was the theme and content of the programme ?

यदि हाँ, तो कार्यक्रम का मुद्दा और विषय-वस्तु क्या थी ?

Q.5 In your opinion, what is the difference between the programmes conducted by Education Department/SCERT/DIET and those conducted by the organization ?

आप की राय में शिक्षा विभाग / एच.सी.ई.आर.टी./डाईट तथा संगठन द्वारा आयोजित कार्यक्रमों में क्या अन्तर है।

Q.6 Have you been trained under P.D.P. earlier also ? If yes mention the dates and duration.

क्या आपने पहले भी व्यवसायिक विकास कार्यक्रम के अंतर्गत प्रशिक्षण लिया है ?
यदि हाँ तो तिथि और अवधि का उल्लेख करें।

Q.7 What is the impact of such programmes regarding -

निम्नलिखित के संदर्भ में इस प्रकार के कार्यक्रमों का क्या प्रभाव पड़ता है।

- (i) Attitude towards students / विद्यार्थियों के प्रति दृष्टिकोण
- (ii) Introduction to new Educational technologies innovative method of teaching
नई शैक्षिक तकनीकी/पढ़ाने की नवीन विधियों की जानकारी
- (iii) Communication Skills /सम्प्रेक्षण कौशल
- (iv) Sensitization about accountability and professional ethics
जवाबदेही तथा व्यवसायिक आचार संहिता के प्रति संवेदनशीलता।
- (v) Urge to learn more / अधिक सीखने की चाहत।
- (vi) Content Command / विषय पर अधिकार।

Q.8 What changes have you observed in yourself/brought about by you in your school with respect to the following ?

निम्नलिखित के संदर्भ में बताईए कि आपने अपने अन्दर किस प्रकार के परिवर्तन महसूस किए/आप अपने स्कूल में किस प्रकार के परिवर्तन लाए।

- (i) Class-room Teaching / कक्षा में अध्यापन
- (ii) Content – enrichment / विषय का विस्तार
- (iii) Dealing with students / विद्यार्थियों के प्रति परस्पर व्यवहार
- (iv) Dealing with Staff / विद्यालय कर्मियों के प्रति परस्पर व्यवहार
- (v) Dealing with Parents, Community / अभिभावकों एवम् समुदाय के साथ परस्पर व्यवहार।
- (vi) Self confidence / आत्मविश्वास।
- (vii) Skills of problem solving and decision making / समस्या समाधान तथा निर्णय लेने का कौशल।

Q.9 Are you satisfied with the duration venue and frequency of the P.D.P. If Yes/No. give reasons

क्या आप व्यवसायिक विकास कार्यक्रमों की अवधि, स्थान तथा आवृत्ति से सन्तुष्ट है ? यदि हाँ/नहीं तो कारणों का उल्लेख करें।

Q.10 Any other suggestion for the betterment of P.D.P.

व्यवसायिक विकास कार्यक्रमों को बेहतर बनाने के लिए सुझाव दें।

APPENDIX – A (II)

INTERVIEW SCHEDULE

(For teacher members of the organizations)

- Q.1 What important activities / programmes have been organized by the organization?
- Q.2. How teachers are selected to attend these programmes?
- Q.3. Do you run a professional development programme for the teachers?
- Q4. If yes, what is the content of these programmes?
- Q.5 What is the attitude of teachers towards such programmes?
- Q.6. Are there any agencies, National or International who fund these programmes?
- Q.7. Does the International affiliation help the professional development of teachers?
- Q.8. What is the role of teacher organizations in enhancing the social status of teachers as recommended by Kothari commission?
- Q.9. Have you developed a professional code of ethics for teachers as recommended by various commissions? Is it being followed by the teacher members / all teachers in the country?
- Q.10. Do you undertake joint activities / initiatives in the field of education with other national level teacher organizations?

- Q.11 What is the role of teachers' organizations in policy making decisions, in educational planning and administration as recommended by Chattopadhyaya Commission?
- Q.12. What community development programmes your organization has undertaken?
- Q.13. Which research studies are have been taken to enhance the academic interest of teachers?
- Q.14. Is there any regular publication of the organization? If yes, what is the frequency and content of the publication?
- Q.15. Any other activities /information you would like to share?

APPENDIX – A (III)

INTERVIEW SCHEDULE

(For Functionaries of the Organizations)

- Q.1 What important activities / programmes have been organized by the organization ?
- Q.2 How teachers are selected to attend these programmes ?
- Q.3 Do you run a professional development programme for the teachers ?
- Q.4 If yes, what is the content of these programmes ?
- Q.5 What is the attitude of teachers towards such programmes ?
- Q.6 Are there any agencies, National or International who fund these programmes ?
- Q.7 Does the International affiliation help the professional development of teachers ?
- Q.8 What is the role of teachers organizations in enhancing the social status of teachers as recommended by Kothari commission ?
- Q.9 Have you developed a professional code of ethics for teachers as recommended by various commissions ? Is it being followed by the teacher members / all teachers in the country ?
- Q.10 Do you undertake joint activities / initiatives in the field of education with other national level teacher organizations ?
- Q.11 What is the role of teachers organizations in policy making decisions, in educational planning and administration as recommended by Chattopadhyaya Commission ?
- Q.12 What community development programmes your organization has undertaken ?
- Q.13 Which research studies are have been taken to enhance the academic interest to teachers ?

Q.14 Is there any regular publication of the organization ? If yes, what is the frequency and content of the publication ?

Q.15 Any other activities /information you would like to share ?

APPENDIX – B(I)

ALL INDIA PRIMARY TEACHERS FEDERATION

(AIPTF)

List of Present Leadership

PATRON

SHIKSHAK BANDHU

D.P. Yadav Ex. M.P.

K. Janardhan Rao (A.P.)

PRESIDENT

Ram Pal Singh (U.P.)

SENIOR VICE-PRESIDENT

Abhimanyu Pd. Tiwari (U.P.)

VICE-PRESIDENT

Sulbha A. Donde (Maharashtra)

B.F. Vijapur (Karnataka)

K.S. Prakash Rao (A.P.)

Dilip Singh S. Gohil (Gujarat)

Yashoda Dashora (Rajasthan)

SECRETARY GENERAL

S. Eswaran (Tamilnadu)

DEPUTY SECRETARY GENERAL

Mahendra Pd. Shahi (Bihar)

Ila Basu (W.B.)

TREASURER

Kamla Kant Tripathy (Orissa)

SECRETARY

F.C. Shullai (Meghalaya)

Ashok Chauhan (Uttaranchal)

Rohtash Yadav (Haryana)

Alok Paul (Assam)

Sandhya Sharam (Delhi)

ORGANISING SECRETARY

K.K. Singh (M.P.)

Meena Veram (H.P.)

INTERNAL AUDITOR

K.T. Kavlekar (GOA)

APPENDIX – B(II)

ALL INDIA FEDERATION OF TEACHERS ORGANIZATIONS

(AIFTO)

List of Present Leadership

| | |
|-------------------------------|---|
| S.K. Sanadhya | President |
| Mohd. Khasim | Working President |
| Dr. Meenakshi Sundaram | Chairperson, National Steering Committee |
| Shilpa Naik | National Contact Person |
| Dharam Vijay Pandit | Secretary General |
| Ramesh Joshi | Deputy Secretary General |
| Rashmi Singh | Chairperson, National Women Committee |
| Shankar Lal Somani | Treasurer |
| Dr. Devendra Prabha | Organising Secretary |
| Vice Presidents | |
| R.S. Dubey | |
| K.K. Sharma | |
| B. Mohan Reddy | |

Prof. V. Annapurna

L. Mangolijao Singh

S.R. Bhardwaj

Mrs. B. Buchamma

Dr. Ashwini Kumar

Ramesh Patel

K. Vikaraman Nair

Jagir Nair

G.S. Shukla

Secretaries

Suresh A. Patel

L.K. Chinnappa

S.S. Chauhan

Ashish Ranjan De

D.V. Khatri

Deputy Secretaries

Vinayak Ghate

Smt. Sunita Atri

Smt. Neeta Pandey

Smt. Vinita Atri

Smt. Shalaka Gawde

Shri Bikas Roy

Shri R.S. Gupta

APPENDIX - B (III)

ALL INDIA SECONDARY TEACHER FEDERATION

(AISTF)

List of Present Leadership

PRESIDENT

Surendra Kumar Sharma (Delhi)

SECRETARY GENERAL

Vasant Rao Maldhure (Ex M.L.C. Amarawati, Maharashtra)

VICE-PRESIDENTS

Sanjivani Raykar (M.L.C. Mumbai)

V.A. Narsimhsam (A.P.)

Shri Padmanav Biswal (Orissa)

Dr. Shashi Chitra (U.P.)

Shri Prahlad Sharma (Rajasthan)

Shri G.S. Krishnamurthi (Karnatka)

SECRETARIES

Brijendra Singh (Bihar)

Smt. Hemlata Jan (M.P.)

Shri Nimai Kuamr Mukherjee (W.B.)

Dr. Devi Singh Narwar (U.P.)

Shri Ved Rajput (Delhi)

Shri Bharat Sharma (Rajasthan)

TREASURER

Bajrangi Singh (U.P.)

AUDITOR

Raj Kumar Chaudhary (Chattisgarh)

APPENDIX - C
NEWS PAPERS CUTTINGS

New Delhi

Teachers protest new Bill

Staff Reporter

"It would lead to 'total collapse' of education administration"



LOUD PROTEST: Members of the All India Primary Teachers Federation demonstrating in New Delhi on Monday during a 'Jail Bharo Andolan' for modifications in the Right to Education Bill and other demands. Photo: Shanker Chakravarty

NEW DELHI: A large number of All-India Primary Teachers' Federation members took part in a rally here on Monday to protest against "unjust" provisions of the Right to Education Bill, 2005-06.

Shouting slogans against such provisions, the rally led by AIPTF president Ram Pal Singh began from Ramlila Maidan at noon and was stopped on Parliament Street.

The teachers said the Bill if implemented would lead to a "total collapse" of the administration of education across the country.

"Instead of implementing a common school system and provide free and compulsory education to all, the Government is absolving its Constitutional responsibility of enacting a Central legislation to operationalise the Fundamental Right to education and is passing the entire responsibility in this regard to the State governments," Mr. Singh said.

The teachers are also against the constitution of school management committees as prescribed by the Bill.

"The school management committee (SMC) may not have the requisite experience to administer schools and supervise the work of teachers. SMC

शिक्षण कार्य को व्यवसाय बनाना होगा

अमर उजाला ब्यूरो

दिल्ली। अखिल भारतीय माध्यमिक शिक्षक महासंघ के राष्ट्रीय अध्यक्ष सुरेंद्र शर्मा ने कहा कि शिक्षण कार्य को विश्वस्तर पर भावी व्यवसाय के रूप में स्थापित करना होगा, तभी बौद्धिक, सामाजिक और आर्थिक उन्नति संभव है। उन्होंने कहा कि ऐसी परिस्थितियों में शिक्षकों का दायित्व और अधिक बढ़ जाता है कि वह समर्पित भाव से छात्र, व्यावसाय, अभिभावक, सहयोगी, प्रबंधन और समाज के प्रति जवाबदेह बनें।

सुरेंद्र शर्मा ने ये बातें मंगलवार को मौजूपुर स्थित शैक्षिक महासंघ सदन में विश्व शिक्षक दिवस के उपलक्ष्य में आयोजित शैक्षिक संगोष्ठी में कही।

शिक्षकों ने 'योग्य शिक्षकों द्वारा ही शिक्षा में गुणवत्ता' विषयक संगोष्ठी पर विस्तार से चर्चा की। साथ ही, उन्होंने केंद्र और दिल्ली सरकार पर निशाना साधते हुए कहा कि वह अपने दायित्वों को ईमानदारी से नहीं निभा रही हैं।

सरकार अंतरराष्ट्रीय दबाव में आकर पैरा टीचर, पार्ट टाइम टीचर, कांट्रैक्ट टीचर, गेस्ट टीचर, शिक्षक-माँ आदि

नामों से शिक्षकों को अत्यंत कम वेतन पर भर्ती कर रही है। बंधुआ मजदूरों के भाँति भर्ती किए गए ये शिक्षक क्या शिक्षा की गुणवत्ता सुधारेंगे? उनकी देख-रेख में भविष्य के कर्णधार क्या राष्ट्र निर्माण करेंगे? क्या विश्व में

नैतिक मूल्यों पर आधारित शिक्षा मिल पाएगी?

शर्मा ने कहा कि सरकार ने विश्व शिक्षक दिवस पर 2015 तक सभी के लिए शिक्षा का लक्ष्य रखा है। इसे प्राप्त करने के लिए नियमित लाखों शिक्षकों

की भर्ती करनी होगी और इसकी पूर्ति तक कार्यरत करना पड़ेगा। महासंघ इन विषय परिस्थितियों में

गुणवत्तापरक शिक्षा के लिए देशभर के दस लाख शिक्षकों के हस्ताक्षरयुक्त ज्ञापन शीघ्र ही राष्ट्रपति को सौंपेगा। शर्मा ने कहा कि दिल्ली सरकार और शिक्षा निदेशालय, पोस्ट फिक्सेशन, स्थानान्तरण, प्रोन्नति और एसोपी

योजना के क्रियान्वयन में अनदेखी व धांधली शिक्षकों के लिए घोर चिंता कारण बनी हुई है।

संगोष्ठी में माध्यमिक शिक्षक महासंघ, राष्ट्रीय शैक्षिक महासंघ, दिल्ली अध्यापक परिषद, नेशनल डेमोक्रेटिक टीचर्स फ्रंट और लोकतांत्रिक अध्यापक मंच के शिक्षक नेताओं, पदाधिकारी और प्रतिनिधियों ने भाग लिया।

वक्ताओं में दलबीर सिंह, हरिकांत त्यागी, जय भगवान गोयल, जीबी जोशी, जुगलकिशोर शर्मा, रतनलाल शर्मा, जगदीश चौहान, संतोष ठाकुर, डॉ. सुदेश शर्मा, जेपी कौशिक, जगदीश कौशिक, वेद राजपूत, राजेंद्र सिंह, दिनेश गौड़, मूलचंद्र त्यागी और एमके गुप्ता आदि प्रमुख थे।

संगोष्ठी में बोले शिक्षक नेता

शिक्षक दिवस पर शैक्षिक संगोष्ठी

जागरण संवाददाता, पूर्वी दिल्ली

अखिल भारतीय माध्यमिक शिक्षक महासंघ द्वारा विश्व शिक्षक दिवस के अवसर पर शैक्षिक महासंघ सदन मौजूपुर में शैक्षिक संगोष्ठी का आयोजन किया गया। शैक्षिक संगोष्ठी में 'योग्य शिक्षकों द्वारा ही शिक्षा में गुणवत्ता' विषय पर परिचर्चा की गई। विश्व शिक्षक दिवस के अवसर पर '2015 तक सभी के लिए शिक्षा' का लक्ष्य रखा गया। संगोष्ठी की अध्यक्षता शिक्षक महासंघ के राष्ट्रीय अध्यक्ष सुरेंद्र कुमार शर्मा ने की।

संगोष्ठी को संबोधित करते श्री शर्मा ने कहा कि शिक्षण व्यवसाय को अधिक उन्नत करने के लिए शिक्षकों को समर्पित भाव से छात्र, व्यवसाय, अभिभावक, सहयोगी, प्रबंधन तथा समाज के प्रति पूर्ण रूप से

उत्तरदायी बनना होगा। उन्होंने कहा कि शिक्षा में गुणवत्ता पर पांच सूत्रीय मांग पत्र जल्दी ही देश भर के दस लाख शिक्षकों के हस्ताक्षर करारकर महामहिम राष्ट्रपति को सौंपा जाएगा। संगोष्ठी को दलबीर सिंह, हरिकांत त्यागी, जय भगवान गोयल, जी.बी. जोशी, जुगल किशोर शर्मा, रतनलाल शर्मा, जगदीश चौहान, संतोष ठाकुर, डा. सुदेश शर्मा, जे.पी. कौशिक, जगदीश कौशिक, वेद राजपूत, राजेंद्र सिंह, दिनेश गौड़, मूलचंद्र त्यागी व एम.के. गुप्ता ने संबोधित किया। संगोष्ठी में माध्यमिक शिक्षक महासंघ, राष्ट्रीय शैक्षिक महासंघ, दिल्ली अध्यापक परिषद, नेशनल डेमोक्रेटिक टीचर्स एवं लोकतांत्रिक अध्यापक मंच के शिक्षक नेता, पदाधिकारी एवं प्रतिनिधियों ने भाग लिया।

↑
अमर उजाला
6-10-04
← दैनिक जागरण
अमर उजाला
12-10-04 ↓

पक्का का कंप्यूटर में दाटा गायल।

शिक्षण कार्य को व्यवसाय बनाना होगा

अमर उजाला ब्यूरो

दिल्ली। अखिल भारतीय माध्यमिक शिक्षक महासंघ के राष्ट्रीय अध्यक्ष सुरेंद्र शर्मा ने कहा कि शिक्षण कार्य को विश्वस्तरीय पर भावी व्यावसाय के रूप में स्थापित करना होगा, तभी बौद्धिक, सामाजिक और आर्थिक उन्नति संभव है। उन्होंने कहा कि ऐसी परिस्थितियों में शिक्षकों का दायित्व और अधिक बढ़ जाता है कि वह समर्पित भाव से छात्र, व्यावसाय, अभिभावक, सहयोगी, प्रबंधन और समाज के प्रति जवाबदेह बनें।

सुरेंद्र शर्मा ने ये बातें मंगलवार को मौजपुर स्थित शैक्षिक महासंघ सदन में विश्व शिक्षक दिवस के उपलक्ष्य में आयोजित शैक्षिक संगोष्ठी में कही।

शिक्षकों ने 'योग्य शिक्षकों द्वारा ही शिक्षा में गुणवत्ता' विषयक संगोष्ठी पर विस्तार से चर्चा की। साथ ही, उन्होंने केंद्र और दिल्ली सरकार पर निशाना साधते हुए कहा कि वह अपने दायित्वों को ईमानदारी से नहीं निभा रही हैं।

सरकार अंतरराष्ट्रीय दबाव में आकर पैरा टीचर, पार्ट टाइम टीचर, कॉन्ट्रैक्ट टीचर, गेस्ट टीचर, शिक्षाकर्मियों आदि

नामों से शिक्षकों को अत्यंत कम वेतन पर भर्ती कर रही है। बंधुआ मजदूरों के भांति भर्ती किए गए ये शिक्षक क्या शिक्षा की गुणवत्ता सुधारेंगे? उनकी देख-रेख में भविष्य के कर्णधार क्या राष्ट्र निर्माण करेंगे? क्या विश्व में

नैतिक मूल्यों पर आधारित शिक्षा मिल पाएगी?

शर्मा ने कहा कि सरकार ने विश्व शिक्षक दिवस पर 2015 तक सभी के लिए शिक्षा का लक्ष्य रखा है। इसे प्राप्त करने के लिए नियमित लाखों शिक्षकों

की भर्ती करनी होगी और इसकी पूर्ति तक कार्यरत करना पड़ेगा।

महासंघ इन विषय परिस्थितियों में

गुणवत्तापरक शिक्षा के लिए देशभर के दस लाख शिक्षकों के हस्ताक्षरयुक्त

ज्ञापन शीघ्र ही राष्ट्रपति को सौंपेगा।

शर्मा ने कहा कि दिल्ली सरकार और शिक्षा निदेशालय, पोस्ट फिक्सेशन, स्थानान्तरण, प्रोन्नति और एसीपी

योजना के क्रियान्वयन में अनदेखी व धांधली शिक्षकों के लिए घोर चिंता कारण बनी हुई है।

संगोष्ठी में माध्यमिक शिक्षक महासंघ, राष्ट्रीय शैक्षिक महासंघ, दिल्ली अध्यापक परिषद, नेशनल डेमोक्रेटिक टीचर्स फ्रंट और लोकतांत्रिक अध्यापक मंच के शिक्षक नेताओं, पदाधिकारी और प्रतिनिधियों ने भाग लिया।

वक्ताओं में दलबीर सिंह, हरिकांत त्यागी, जय भगवान गोयल, जीबी जोशी, जुगलकिशोर शर्मा, रतनलाल शर्मा, जगदीश चौहान, संतोष ठाकुर, डॉ. सुदेश शर्मा, जेपी कौशिक, जगदीश कौशिक, वेद राजपूत, राजेंद्र सिंह, दिनेश गौड़, मूलचंद्र त्यागी और एमके गुप्ता आदि प्रमुख थे।

संगोष्ठी में बोले शिक्षक नेता

शिक्षक दिवस पर शैक्षिक संगोष्ठी

जागरण संवाददाता, पूर्वी दिल्ली

अखिल भारतीय माध्यमिक शिक्षक महासंघ द्वारा विश्व शिक्षक दिवस के अवसर पर शैक्षिक महासंघ सदन मौजपुर में शैक्षिक संगोष्ठी का आयोजन किया गया। शैक्षिक संगोष्ठी में 'योग्य शिक्षकों द्वारा ही शिक्षा में गुणवत्ता' विषय पर परिचर्चा की गई। विश्व शिक्षक दिवस के अवसर पर '2015 तक सभी के लिए शिक्षा' का लक्ष्य रखा गया। संगोष्ठी की अध्यक्षता शिक्षक महासंघ के राष्ट्रीय अध्यक्ष सुरेंद्र कुमार शर्मा ने की।

संगोष्ठी को संबोधित करते श्री शर्मा ने कहा कि शिक्षण व्यवसाय को अधिक उन्नत करने के लिए शिक्षकों को समर्पित भाव से छात्र, व्यवसाय, अभिभावक, सहयोगी, प्रबंधन तथा समाज के प्रति पूर्ण रूप से

उत्तरदायी बनना होगा। उन्होंने कहा कि शिक्षा में गुणवत्ता पर पांच सूत्रीय मांग पत्र जल्दी ही देश भर के दस लाख शिक्षकों के हस्ताक्षर करणकर महामहिम राष्ट्रपति को सौंपा जाएगा। संगोष्ठी को दलबीर सिंह, हरिकांत त्यागी, जय भगवान गोयल, जी.वी.जोशी, जुगल किशोर शर्मा, रतनलाल शर्मा, जगदीश चौहान, संतोष ठाकुर, डा.सुदेश शर्मा, जे.पी.कौशिक, जगदीश कौशिक, वेद राजपूत, राजेंद्र सिंह, दिनेश गौड़, मूलचंद्र त्यागी व एम.के.गुप्ता ने संबोधित किया। संगोष्ठी में माध्यमिक शिक्षक महासंघ, राष्ट्रीय शैक्षिक महासंघ, दिल्ली अध्यापक परिषद, नेशनल डेमोक्रेटिक टीचर्स एवं लोकतांत्रिक अध्यापक मंच के शिक्षक नेता, पदाधिकारी एवं प्रतिनिधियों ने भाग लिया।



अमर उजाला

6-10-04



दैनिक जागरण

अमर उजाला

12-10-04



पक्का का कंछार मे दाटा गायल।



अखिल भारतीय माध्यमिक शिक्षक महासंघ ALL INDIA SECONDARY TEACHERS' FEDERATION

Central Office :-606/13, Krishna Gali-9, Maujpur, Delhi-53 (Regd. No. S-29508/96)

Tel. : 011-32034497, Fax : 011-22912010, e-mail : president_aistf@yahoo.co.in

President

Surendra Kumar Sharma

General Secretary

Bahasaheb G. Kale



C-31/18, Arjun Mohalla, Maujpur, Delhi-110 053

Tel. 011-22912010, Mob. 32034497

'Vihang' 959, N. Sadar Baza, Solapur-413003, Maharashtra

Tel. 0217-2316382, Mob. 9822433929

Vice Presidents

Sanjivani Raykar (M.L.C)
B-5, Gulmohar, Mahajani Road,
New Mumbai-400015, Maha.

☎ 022-24135158
Mob. 9820282482

Chandra Bhushan Tripathi
2/480, B.N.S.D. Hostel
Macroharganj, Kanpur, U.P.

☎ 0512-2210920
Padmanav Biswal

Sahshi Nilay, Vill. & PO Jangi
Distt. Khurda, Orissa- 752023

☎ 06756-224236
Mob.-9437024236

Bharat Singh Chauhan

Vill. & PO Dathara
Distt. Morena, 476001 M.P.

☎ 07532-277314, 225217

Prahlad Sharma

31/67, Pratap Nagar
Sanganer, Jaipur, 303906 (Raj.)

☎ 0141-2791861

Dr. Ajit Kumar Banerjee

Vill. Deulpara, PO Naihati
Distt. 24 Pargana, (North), WB

☎ 033 / 2581-0592

Secretaries

Dr. Km. Shashi Chitra

158, Rajendra Nagar
Lucknow-226 004, U.P.

☎ 0522-2693995

G.S. Krishan Murthy

55, Yadav Smriti, I Main
Sheshadripuram, Bangalore-20

☎ 080-3466495

Kishan Gopal Joshi

Yashomoh 62, U.I.T. Colony
B.R. Birla School Road, Jodhpur
Rajasthan-342001

☎ 0291-2643456

Dalbir Singh

Vill. & P.O. Mitraon, New Delhi-43

☎ 011-25012094

Asim Kumar Maiti

Asutosh Bhawan Chakdwipa
Haldia, Midnapore, WB-721666

☎ 03224-284463

Brijendra Singh

[100] M.I.G. 349, Kekar Bag
Patna (Bihar) 800020

☎ 0612-2343349, 2367086

Treasurer

Govind Ganesh Dev

3 C, Durganagar, Sidhath Road
Bori, Phonda, Goa-403401

☎ 0832-2333220

Auditor

Ajit Kumar Dash

Budharaja High School

Ref. :

Date. :

26.5.05

PRESS STATEMENT

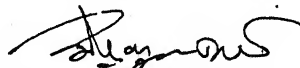
Quality Education only by Quality of Teachers


All India Secondary Teachers' Federation wants your kind attention towards the present disastrous position of country's education on the eve of 23rd Biennial Annual conference to be held in Mumbai. Present Education is leading in wrong direction and the teachers' are badly effected. There is a great danger to our glorious traditions of education and transmission of knowledge dating back several millennia.

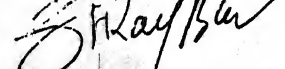
Fifty eight years of independence are gone but we are still confined to Macauley's Education Policy producing clerks, nationalism has no place in the field of education. A number of Education Commissions were constituted but their recommendations have been resting in the cold storage. This is a cruel joke with the future generation of the biggest democracy in the world. Both the states and Central Governments are sleeping over their duties in the field of education. Instead the education has become a business under the International Economic Pressures. Treating education as a tradable commodity goes against the spirit of Indian education and knowledge and hence totally unacceptable.

For achieving quality education, the thousands of teachers gathered at Janter-manter, Delhi on 25th Feb 2005 and submitted a memorandum to the Hon'ble President of India with signature of 2,32,000 teachers to implement the five main demands are : allot the 6% of GDP on education; implement V Pay Commission report in toto and allow recruitment of trained able teachers with full scales only; do not depute teachers in non teaching works and the education system should be re-frame on the basis of Indian values, Govt. should ban on vulgar, nudity & violent scene in media channels for sanskars and children's better education.

We the teachers solemnly pledge to remain on forefront so far as national cause is concerned. We are of the opinion that the teachers are vital part of the society and their contribution in the up-liftment of the society can not be undermined. Neglecting them will lead to disastrous consequences for generations to come


Surendra Kumar Sharma
President, AISTF


Baba Saheb Kale
Gen. Sec., AISTF


Sanjivini Raikar
Convenor, AISTF, Conference

Teachers' body plea against revising NCERT textbooks

Staff Reporter

New Delhi

EXPRESSING PROFOUND regret at the "retrogressive steps" taken by the Human Resource Development Ministry for the revision of the National Council of Education and Research Training (NCERT) history textbooks, the All India Secondary Teachers' Federation (AISTF) has submitted a memorandum to the HRD Minister Arjun Singh on Friday.

"The Communist leaders have misguided the HRD Minister in a programme of falsification of India's history and damaging from the point of view of the national character building and promoting the highest deals enshrined in the Constitution of India," said S K Sharma, the president of AISTF.

In a joint agitation by the Akhil Bharatiya Rashtriya Shaikshik Mahasangh, Delhi Adhyapak Parishad, National Democratic Teachers Front and Loktantrik Adhyapak Manch at Jantar Mantar, they forced that the textbooks of History and Social Science published under Prof J S Rajput confirmed to the highest academic standards.

"The move by the HRD Ministry to have the NCERT books vetted by a three member commission ended up as a shameful exercise. Without even bothering to read the books, the historians appointed by the HRD Minister confirmed it as a 'command performance'," said Mr Sharma. He further stressed, "We want the HRD Ministry to recall the awesome responsibility attached to his office and protect the history of India from the Communist rape."

Teachers' organisations demonstrate in Delhi

Protect history from communists

LEADING teachers' organisations including the All India Secondary Teacher's Federation (AISTF), the Akhil Bharatiya Rashtriya Shaikshik Mahasangh (ABRSM), the National Democratic Teachers Front (NDTF), the Loktantrik Adhyapak Manch (LAM) and the Delhi Adhyapak Parishad (DAP) staged a demonstration at Jantar Mantar in New Delhi on July 16 to protest against the communalisation of education by the Union HRD Minister, Arjun Singh, under the influence of communist ideologues. Later the teachers' representatives presented a memorandum to Arjun Singh, the Union HRD Minister, expressing concern over the misuse of his office through acts of political vendetta.

The memorandum stated that the group of so-called communist ideologues had misguided the HRD Minister on the school curriculum. "Be assured that right-thinking and nationalist Indians will not tolerate the abuse of Mother India by an organised minority sworn to destabilise her nationhood. We hope you will recall that these are the same communists who had collaborated with the British to suppress the Quit India movement and had called Mahatma Gandhi 'a lackey of the British' and Netaji Subhas Chandra Bose, a 'fascist dog'. In 1962 they had supported Chinese invasion of India and in 1971, defamed the late Indira Gandhi by raising the slogan that *Indira-Yahya dui shoman* (Indira and Yahya Khan are two faces of same coin)," the memorandum said, appealing to the HRD Minister to protect Indian history from communist rape. "The entire student and teacher community of India hopes that you will assert yourself without delay and tell the communists to lay-off. In the end it is you, and only you, who stands to lose," the memorandum asserted. (FOC)

